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This document is a final report of a 2-year research project that evolved from a 1965 Delta Pi Epsilon Research Training Conference and was funded in 1966 for a 2-year period by the U. S. Office of Education. The specific objectives were to identify successful secretaries, analyze which variables contributed to secretarial success, identify factors relevant for the education and training of secretaries, and develop possible variables and research designs that might be utilized in subsequent studies in this area. A single public utility, Michigan Bell Telephone Company, was selected as the only practical source available for data collection. Primary data were secured from employees of 67 work groups composed of secretaries, supervisors and other clerical workers. A total of 70 findings which are discussed in detail in the report are divided into 10 major areas: (1) Beliefs about Secretaries, (2) Social Characteristics, (3) Education of Secretaries, (4) Occupational History, (5) Secretarial Skills, (6) Job Characteristics of Secretary, (7) Personality Characteristics, (8) Job Satisfaction, (9) Characteristics of the Work Group, and (10) Supervision. Eighteen major conclusions were drawn from the findings. (AUTHOR/MM)

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Factors Associated with Successful Adaptation to the Secretarial Stenographic Role

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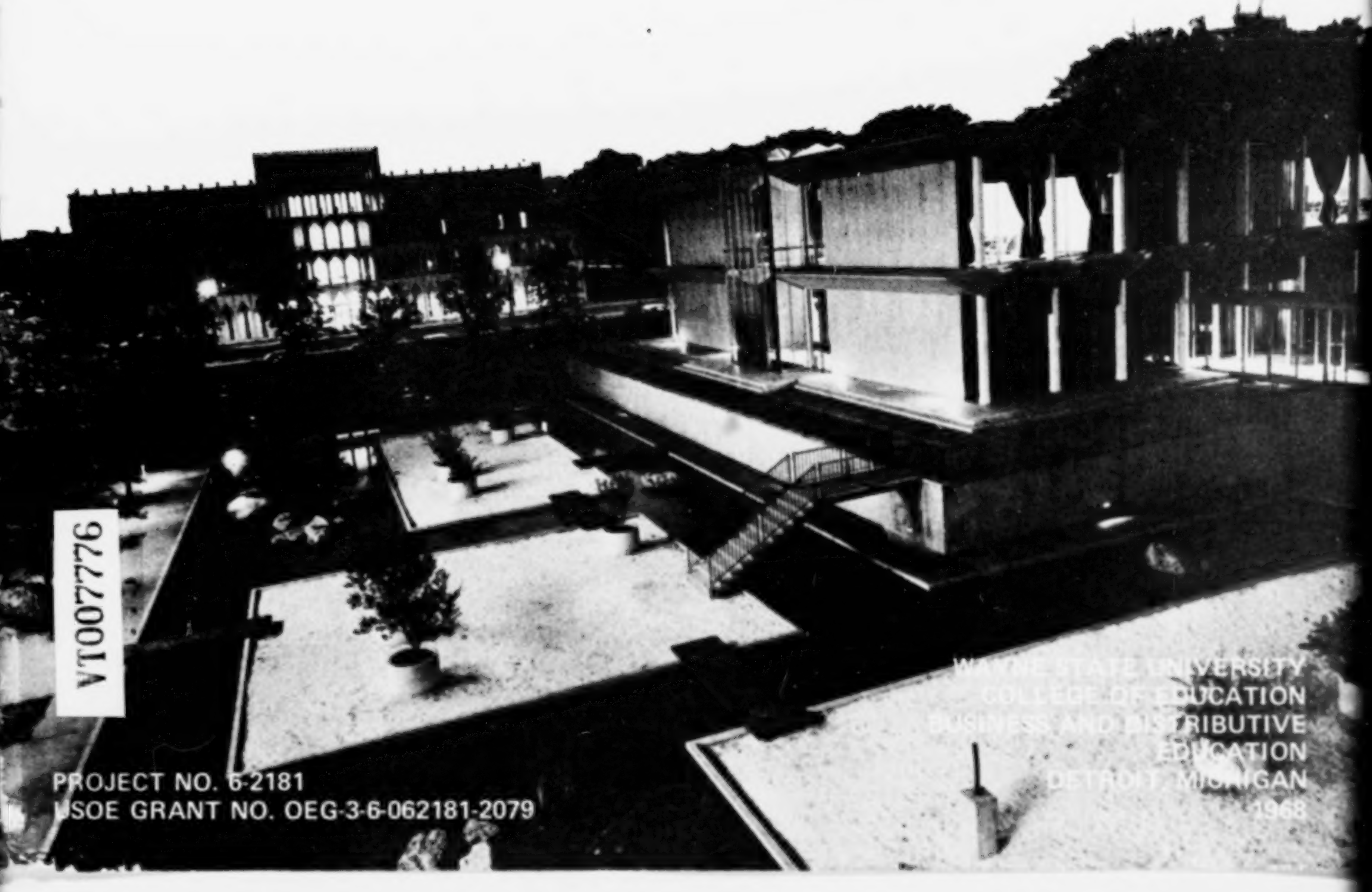

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COLLEGE OF EDUCATION
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FACTORS ASSOCIATED WITH SUCCESSFUL ADAPTATION
To The
SECRETARIAL/STENOGRAPHIC ROLE

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OCTOBER, 1968

Project No. 6-2181
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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, Office of Education, Bureau of Research.

PREFACE

In 1964, the National Council of Delta Pi Epsilon appropriated special funds to be used by its Research Committee for a Research Training Institute. Delta Pi Epsilon is a national honorary graduate fraternity in Business Education. The Research Committee developed two suggested papers for review, refinement, and the development into potentially fundable proposals.

The Research Training Conference, under the direction of the Research Committee, was held in Detroit, Michigan, from March 9 to March 12, 1965.

The two papers prepared by several members of the Research Committee were:

A. The Need for Educational Programs in Business Data Processing

B. A Qualitative Analysis of Secretarial Duties and Traits

Participants in this conference consisted of 21 business teacher educators and four consultants. The participants were divided into two groups. Each group was assigned one of the papers for review, revision, and refinement. After the Research Training Conference had completed its work, the documents which resulted from this procedure were each assigned to a principal investigator.

The Executive Committee of DPE gave Dr. F. Kenneth Bangs, University of Colorado, the responsibility for the proposal entitled: The Need for Educational Programs in Business Data Processing. This project was subsequently refined by Dr. Bangs and Dr. Mildred Hillestad, Colorado State College, with the aid of other members of DPE, and several consultants. The proposal was funded by the United States Office of Education under the title: Curricular Implications of Automated Data Processing for Educational Institutions.

The second project, A Qualitative Analysis of Secretarial Duties and Traits, was assigned to Dr. Fred S. Cook of Wayne State University by the Executive Committee of DPE. Dr. Cook, with the aid of several consultants, Dr. Joseph E. Hill, Dr. Ralph Smith, and Dr. Rashid Bashur (the latter two had participated in the Research Training Conference), refined the proposal and submitted it to the USOE for review under the title: Factors Associated With Successful Adaptation to the Secretarial/Stenographic Role. This proposal was subsequently revised and funded in June, 1966, for a two-year period.

These three consultants continued to work with the Principal Investigator and his research staff (consisting of a part time research associate, a part time research assistant, and a research secretary) in the development of the instrumentation. Dean Joseph Hill gave advice and counsel throughout the term of the project, and without his keen insight and willingness to spend considerable time it would have been impossible to have completed this study.

Acknowledgement is due to the business-teacher educators who served as members of the National Research Committee that conducted the first DPE Research Training Conference. These were: Dr. James Marmas,* Dr. Eleanor Maliche, Dr. Kenneth Bangs, and the Principal Investigator.

Further appreciation should be expressed to those members of DPE who worked during the first Research Training Conference in the development of the two proposals: Dr. Ruth Anderson,* Dr. Wilson Ashby,* Dr. F. Wayne House,* Dr. Elizabeth T. Van DerVeer,* Dr. Ruth Woolschlager,* Dr. Estelle L. Popham,* Dr. Inez Frink,* Prof. George Wagoner,* Dr. Ramon Heimerl, Dr. J. Marshall Hanna, Dr. Ray G. Price, Dr. Roman P. Warmke, Dr. Gordon F. Culver, Dr. Harry Jasinski, Dr. Donald Tate, Dr. Max L. Waters, and Dr. Mildred Hillestad.

Mrs. Harriet Gayles served as part-time Research Associate through the developmental stages of the designing of the instrument and of the data collection. Throughout the entire project, Mr. Edward Gary Shapiro worked as a Research Assistant on the project. During the data analysis and writing stages, Mr. Shapiro also served in the capacity of Research Associate. He deserves considerable credit for the completion of this project within the allotted time.

---

*Members of the Committee who worked on the present study.

The Principal Investigator wants to express his appreciation for the support that he has consistently received from Dean J. W. Menge, College of Education, Wayne State University, in terms of time, equipment, facilities, and an understanding of the work involved in a project of this scope. He is also appreciative of the excellent contribution that Mrs. Helen Williams, the project secretary, has made to the completion of this report. Others who have contributed through their suggestions, ideas, and support include Dr. Frank Lanham of Wayne State University (formerly of the University of Michigan) and Dr. Jack Yuen, San Francisco State College.

Special recognition is also extended to the personnel of the Michigan Bell Telephone Company for their willingness to extend the necessary time and effort required for the data collection in their Detroit area offices.

In the final analysis, the content and any errors of omission or commission are the responsibility of the Principal Investigator and should not be attributed to any of those who have given so unstintingly of their time and effort.

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SUMMARY

FACTORS ASSOCIATED WITH SUCCESSFUL ADAPTATION
To The
SECRETARIAL/STENOGRAPHIC ROLE

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WAYNE STATE UNIVERSITY
Detroit, Michigan

OCTOBER, 1968

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, Office of Education, Bureau of Research.

FACTORS ASSOCIATED WITH SUCCESSFUL ADAPTATION
To The
SECRETARIAL/STENOGRAPHIC ROLE

Fred S. Cook, Ph.D.
Edward Gary Shapiro, M.A.

BACKGROUND

The current project evolved from a Research Training Conference sponsored by Delta Pi Epsilon in 1965. At this conference, a number of business teacher educators with the aid of two research consultants developed the basic paper for a research proposal. This paper was assigned to Dr. Fred S. Cook with the responsibility of refining it for submission to a funding agency. The proposal was funded in 1966 for a two-year period and the locale for data collection was Detroit, Michigan.

OBJECTIVES

The identification and description of "good" secretaries/stenographers[1] go hand in hand with curricular development and the education of secretaries/stenographers. In a very real sense, the quality of secretarial/stenographic education is tied to the quality and extent of research findings which are available for the building of educational programs.

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[1] Secretaries/Stenographers are those employees who produce typewritten copy (1) from dictation (either from notes or from a machine), (2) from her own composition, or (3) from oral directions.

This is a proposal for a pilot study based on an interactionistic point of view with the anticipation that such analysis of the secretarial role will:

1. Serve as a basis for revision and updating of current curricula for secretarial/stenographic education in other than baccalaureate programs, and
2. Focus attention upon the work setting and various situational variables which contribute to secretarial/stenographic success or failure.

While past attention has been directed to individual and personal characteristics which are associated with successful secretarial performance, attention must also be directed simultaneously to those properties of the group and the work situation which are directly related to the performance of secretarial/stenographic activities. The specific objectives of the study are:

1. Identify successful secretaries,[2] i.e., those who have adapted successfully to the secretarial role.
2. Analyze which variables contributed to or were associated with secretarial success.
3. Identify factors relevant for the education and training of secretaries.
4. Develop possible variables and research designs that might be utilized in subsequent studies in this subject area.

---

[2] A secretary was rated as "successful" in this study when respondents "thought" she was successful. Success scores were based on subjective ratings of a secretary's performance made by herself, her peers, and her supervisor. These ratings were then weighted, with the highest weight (4) being accorded to the supervisor's judgment, the next highest (2) to the peer, and the lowest value (1) to that of the secretary/stenographer.

PROCEDURES

To accomplish the aims of this study it was necessary to secure the cooperation of a business firm (or firms) that employed a sufficient number of secretaries to provide pertinent data. After investigation, a single public utility was selected as being the only practical source available for data collection.

Primary data were secured from the employees of 67 work groups[3] containing a total of 326 employees. These employees were: 149 secretaries, 132 supervisors, and 45 other clerical employees. Three instruments were designed specifically for this study and were thoroughly field tested and revised before interviewing began. Data were collected by trained, paid, professional interviewers.

While each instrument contained an average of 74 questions, the key question in each instrument that was used to "determine the degree of successful adaptation to the secretarial role" was:

---

[3] A group of employees with the following minimum composition: a secretary/stenographer, a supervisor, and a peer. Excluded are those "collections of employees that are separated by such distance or physical boundaries that preclude the type of communication needed for this definition of "group." Work groups can generally be distinguished by departments or other physical and "nominal" boundaries of an office environment.

"Using your own personal standards as to what constitutes effective secretarial performance, how would you evaluate 'Jane Doe's' performance in terms of the scale on this card?"

SCALE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
Poor Secretary — Average Secretary — Perfect Secretary

All interview instruments were edited and then converted to numerical codes for computer analysis. Because secretarial success was defined on an interval scale, parametric statistics were used in the analyses.

FINDINGS

Chapter III, which contains the findings of the present study, is divided into ten major areas. For each of these areas we have a range of four to fourteen findings, or a total of 70 which are discussed in detail in the complete report. The following are the major findings for each of the ten areas:

Section 1: Beliefs About Secretaries

1. The major component of the secretarial role is: "to please and assist her boss."
2. The secretarial role includes assuming responsibility.
3. There are differences between the secretarial and stenographic roles.
    a. stenographers have less responsibility
    b. stenographers are expected to use specific skills more often.
4. A secretary is successful if she gets the job done.
5. A secretary must possess high levels of secretarial skills in order to be effective, although she may not use them with great frequency. The specific skills mentioned are typing and shorthand.

6. a secretary must have a pleasing personality.

7. a secretary must show interest in her work. This was the most important item of four choices regarding importance for secretarial success.

Section 2: Social Characteristics

1. In terms of "success" ratings, married secretaries as a group were found to be significantly more successful than single secretaries as a group.

2. The age of the secretary affected the relationship between marital status and the success rating. For secretaries under the age of 30, there was little difference between group mean success scores for married and single secretaries.

   For secretaries in the age grouping of 30-39 years old, a difference in mean success scores between married and single groups did appear.

   For secretaries in the age category of 40 years old and older, the difference between group means was such that the single secretaries group was found to be much less successful than married secretaries group.

3. For the group of married secretaries, the factor of having or not having children had no significant affect on the secretarial success rating scores.

4. Secretarial success ratings do not increase linearly with the factor of "age of the secretary."

5. The group of secretaries receiving the highest success rating was the one whose members were between 30-39 years of age.

   The second most successful group was the one whose members were between 20-29 years old.

   Secretaries 40 and over as a group were less successful than these groups, with the group of less than 20 year olds being the least successful.

6. The lack of secretarial success, as revealed by the ratings of older secretaries, is partially explained by the level of the secretarial position they occupy.

7. There is a negative relationship between the factors of "age" and "secretarial success" for the highest level secretarial positions.

8. The lesser success of the group of older secretaries, those 40 and over, is not explained by their educational level.

9. The ethnic background of secretaries was not a significant factor in the rating of secretarial success.

10. The social class of secretaries was not a significant factor in the rating of secretarial performance.

11. The factor of "race" could not be analyzed because of the relatively small number of nonwhite secretaries involved in the sample.

12. The factor of social characteristics of supervisors had no significant affect on the ratings of secretarial performance.

13. The relationship between the factors of social characteristics of secretaries and those of supervisors had no significant affect on the ratings of secretarial success with the exception of "age."

14. There were no significant differences between the mean success scores for the respective groups of secretaries whose supervisors were male, as compared to those who had female supervisors.

Section 3: Education of Secretaries

1. There was a significant difference between the group mean success scores of those groupings of secretaries with "more education" and those groupings with "less education." Therefore, those secretaries with more education were the most successful.

2. The group of secretaries who come from "white collar" families but had only a high school education, showed a higher mean success score

than one group with more education from this same social class. This finding was in contrast to the pattern exhibited by the groups of secretaries from "blue collar" families.

3. Secretaries with less than a high school education were found to be more successful in lower level secretarial classifications than in higher level classifications.

4. The group of secretaries that majored in a high school business curriculum was found to be significantly more successful than the group that did not.

5. The hypothesis that: Significant differences existed between the group mean success scores of "successful" and "less successful" secretaries in terms of the number of semesters of business courses taken in high school could not be supported.

6. The number of semesters of typing taken in high school was found not to affect significantly secretarial performance.

7. The number of semesters of shorthand taken in high school was found to be a significant factor in the ratings of secretarial success (but in an unexpected manner). The group of secretaries who had no shorthand showed the lowest group mean score in success, but the group of secretaries with the next lowest group mean success score was composed of persons with more than two years (four semesters) of high school shorthand.

8. Secretaries who had taken co-op in high school were found to be significantly more successful than those secretaries who did not.

9. The hypothesis that: Other business courses taken in high school would significantly affect secretarial performance, could not be supported.

10. The hypothesis that: Grades in high school as subjectively reported would have a significant affect on secretarial success could not be supported.

11. Significant differences were observed between mean scores in secretarial success for groups

of secretaries who had taken post-high school education at different types of institutions.

The group of secretaries who had attended private business schools was least successful of all those that had taken post-high school work.

12. Grades in post-high school educational programs were not significant factors of secretarial success.

Section 4: Occupational History

1. Experience as a secretary does not necessarily mean greater secretarial success. The group of secretaries with the highest mean success score had the most occupational experience but the second highest group mean success score was shown by the group of secretaries with the fewest number of years of experience.

2. Length of time employed at the present company showed results similar to those for the length of time employed as a secretary.

3. The hypothesis that significant differences between mean success scores for grouping based on the length of time each secretary had been a member of her work group could not be supported.

4. Work experience in fields other than secretarial was found to have little, if any, affect on ratings of secretarial "success."

Section 5: Secretarial Skills (Subjective Ratings)

1. The group of secretaries which received high ratings for rapid typing by their supervisors and peers had a higher mean success score than the group that received lower ratings on this factor. Significant differences in group mean success scores for groups of secretaries classified on the bases of self-ratings did not appear.

2. Groups of secretaries rated highly as "accurate typists" have significantly higher group mean success scores than those groups of secretaries receiving lower ratings on this factor. This finding is consistent over all three sources of the ratings, i.e., self, supervisor, and peers.

3. The group of secretaries rated highly on written communication skills by their peers and supervisors have a higher group mean success score than do those groups receiving lower ratings on this factor. Differences of this type do not appear in terms of self-ratings.

4. Groups of secretaries rated highly on oral communication skills have higher group mean success scores than do those groups that receive lower ratings. This condition is true for all three sources of ratings.

5. Groups of secretaries that receive high ratings on ability to take and transcribe dictation have higher group mean success scores than do those groups that received lower ratings on this factor. This condition is true for all three sources of ratings.

6. In general terms, groups of secretaries that received high subjective ratings on these skills were those groups that showed the higher group mean success score overall.

Secretarial Skills (Objective Ratings)

1. The hypothesis that differences would be observed between group mean secretarial success scores according to speed and accuracy measures yielded by the Thurston Typing Test which was given at the time of initial employment could not be supported.

2. The hypothesis that the relationship between typing skill, on a test administered currently, and ratings of secretarial success could not be supported.

3. The groups of secretaries on the lowest level positions showed a significant positive relationship between their success scores and those measuring typing skills.

4. No objective measures of dictation and transcription skill were available.

5. The hypothesis that a significant relationship existed between secretarial success and scores on a spelling test could not be supported. The spelling test was assumed to give some indication of verbal ability.

6. The hypothesis that there was a significant relationship between secretarial success and intelligence could not be supported.

7. Overall there is little indication that high skill levels, when measured objectively, are significantly related to secretarial success.

Section 6: Job Characteristics of Secretary

1. There was a relationship between the job duties performed by the secretaries included in the sample of the present study and the duties performed by a group of secretaries in a 1954 study.[4] Of the 10 duties performed most frequently by the secretaries in the 1954 study, seven were also among the 10 most commonly-performed duties for the group included in the present effort.

2. In a general sense, secretaries rated as "successful" tend to perform more duties than those who receive low ratings of "success."

3. Of 56 duties probed in the present study, five showed significant differences in that "successful" secretaries performed them more frequently than did "less successful" secretaries.

4. The hypothesis that a signicant relationship existed between the variable of use of office machines and that of secretarial "success" could not be supported.

5. Successful secretaries were more likely to make minor decisions on the job than were less successful secretaries.

   In terms of major decisions made on the job, however, the hypothesis of a significant difference existing between the successful groups and less successful groups of secretaries could not be supported.

6. Secretaries whose contributions were rated as "vital" according to self, supervisor, and peer were significantly more successful than

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[4] Survey of Office Duties and Employers' Recommendations for Improved High School Training, Office Management Association, Pittsburgh Chapter, 1954.

secretaries whose contributions were rated as either substantial or routine by the same groups of raters.

Section 7: Personality Characteristics

1. The hypothesis that significant differences in group mean success scores would exist based upon the self-ratings of different secretaries covering the ten different personality traits could not be supported.

2. When secretaries were rated by their peers and their supervisors, seven of ten traits showed significant influence in that those groups of secretaries rated more positively on the trait had higher group mean "success" scores.

3. The group of supervisors who tended to rate themselves high in the dimension of being independent had the more successful secretaries as a group working for them. Supervisors' self-ratings on the nine other traits did not reflect a significant influence on the "success" ratings of the group of secretaries working for them.

4. A significant relationship between the traits of secretaries and supervisors was found to have a significant influence on secretarial success.

Section 8: Job Satisfaction

1. The hypothesis that there is a significant relationship between overall job satisfaction and individual job performance (successful secretarial performance) could not be supported by the data of the study.

2. The hypothesis that there is a significant relationship between satisfaction with the secretarial profession and individual job performance (successful secretarial performance) could not be supported by the data of the study.

3. The hypothesis that there is a significant relationship between satisfaction with the work group and individual job performance (successful secretarial performance) could not be supported by the data of the study.

Section 9: Characteristics of the Work Group

1. There is insufficient evidence to support the hypothesis that successful secretaries have more

favorable attitudes toward the work group than do unsuccessful secretaries.

2. Supervisors of successful secretaries, however, do indicate more favorable attitudes toward the work group than do supervisors of less successful secretaries.

3. Successful secretaries are felt to be more a part of the work group than less successful secretaries.

4. In terms of the measure of group cohesion used in the present study, the hypotheses of significant differences between group mean success scores for the classifications of high, medium, and low cohesion groups could not be supported.

5. Those secretaries chosen as work oriented leaders were more successful than those not chosen.

6. The hypothesis that those secretaries chosen as social oriented leaders would be significantly more successful than those not chosen could not be supported.

Section 10: Supervision

1. The hypothesis that a significant relationship existed between the secretary's attitudes on how well her supervisor supervised and her individual success scores could not be supported.

2. There was a slight relationship between closeness of supervision and secretarial success. Secretaries who are closely supervised are less successful.

3. Secretaries who felt that their supervisor was very reasonable were significantly more successful than secretaries who felt that their supervisors were less reasonable.

4. There is a relationship between the secretary's overall attitude toward her supervisor and secretarial success. Secretaries who like their supervisors are more successful.

5. Secretaries who felt that their supervisor's transfer would be beneficial to the group were less successful than secretaries who felt such a transfer would be detrimental.

6. The hypothesis that the personality traits of supervisors considered independently had a significant influence on successful secretarial performance could not be supported.

7. Supervisors' scores on two dimensions of leadership behavior, structure and consideration, were found not to have a significant influence on individual secretarial performance.

8. In summary, it was concluded that supervision is related to individual secretarial performance, but to a lesser degree than is true for total group performance.

CONCLUSIONS

In summary, the following statements stand out as the major conclusions of the present study:

1. There are certain enduring beliefs about the role of the secretary. These beliefs are that the secretary who is successful has these characteristics:

   a. to please and to assist her boss
   b. to assume responsibility
   c. to get her work done
   d. to have a pleasing personality
   e. to show interest in her work
   f. to possess high levels of secretarial skills, particularly in typewriting and shorthand

Some of these beliefs were not substantiated by the pilot study.

2. Secretarial success does not increase linearly with the age of the secretary. The data demonstrate that there is a negative relationship between age and secretarial success for the highest level secretarial positions.

3. The social class of the secretary seemed to be a factor in the success of the secretary. Secretaries from "white collar" families with more than a high school education were rated lower in secretarial success than those secretaries from those "blue collar" families who have more than a high school education.

4. Job satisfaction does not affect a secretary's success. There are no significant differences between secretarial success and general satisfaction toward the secretarial profession.

5. Shorthand skill is necessary to attain secretarial success, but success as a secretary was not a function of greater success for a greater number of shorthand courses taken. Secretaries with no shorthand were the lowest group in success; those with more than two years (four semesters) of shorthand were the next lowest group.

6. Neither high school grades nor post-high school grades had a significant effect on secretarial success--and the differences in success scores were not a factor of IQ.

7. There was a significant difference in the secretarial success rating when the data on the secretaries was analyzed by the type of post-high school educational institution attended by secretaries.

8. Work experience, either as a secretary or in work experience other than as a secretary, had no significant effect on secretarial performance.

9. There is no accord between the subjective and the objective evaluations of secretarial skills by the raters in this study.

10. Basically, the duties performed by the secretaries in this study are the same as those performed by secretaries in previous studies. However, significant differences do appear between the top ten duties in this study and the top ten duties in the Pittsburgh Study.

11. Generally, the more duties a secretary performs, the higher her "success" rating.

12. Tests of secretarial skills and general intelligence, given as prerequisites to hiring, are not significantly related to secretarial success.

13. Successful secretaries were those whose contribution was rated as vital to the organization, who performed more job duties, or made minor, as compared to major, decisions.

14. The work situation, rather than the emphasis upon development of one's personality traits, is a major determiner of the degree of success. It does not

always appear that emphasis upon personality development is the most effective method of preparing young people to perform adequately in job situations. Generalized attitudes and traits, such as energetic, decisive, flexible, initiating, confident, organized, and accurate are the traits of the highly successful secretary.

15. There is a complex relationship between success, group cohesiveness, and individual attraction to the work group. A satisfied secretary is not always a successful secretary nor is a successful secretary always satisfied with her job.

16. The type and nature of supervision afforded to secretaries has some effect on the degree of success which they would exhibit in that position. And, supervisors of successful secretaries indicate a more favorable attitude toward the work group than do supervisors of less successful secretaries.

17. The image and the reality of the successful secretary is toward a work orientation rather than a social orientation.

18. The social characteristics, such a marital status, sex, age, education, ethnic background, and social class of secretaries play a major role in affecting secretarial success.

19. Secretaries who majored in business in high school were significantly more successful, although neither the number of typing courses nor the number of semesters of business courses taken in high school significantly affected the success rating of the secretaries.

20. The type and nature of supervision given secretaries has some affect on the degree of success which they achieve in their positions. The relationship between supervision and individual job performance is extremely complex and it should be noted that the present study effort, at best, has touched upon only part of the relationship.

CHAPTER I

SCOPE OF STUDY

Introduction

The identification and description of "good" secretaries/stenographers* go hand in hand with curricular development and the education of secretaries/stenographers. In a very real sense, the quality of secretarial education is tied to the quality and extent of research findings which are available for the building of educational programs.

It is important to distinguish who the "good" secretaries/stenographers are and why they are "good" in order to build a viable business education curriculum. It is foolhardy to base a curriculum on what people think ought to make "good" secretaries/stenographers or on what certain people believe make "good" secretaries/stenographers, unless these opinions are based on the realities existing in the work world where secretarial/stenographic success is determined.

At the present time, secretarial/stenographic training programs rest heavily upon the classic study of Charters and Whitley[1] which was reported in 1924. Subsequent studies have only served the primary purpose of updating the list of duties and traits set forth in the original study. The basic pattern of all previous studies still remains; i.e., analyses which provided a list of secretarial/stenographic duties together with a delineation of the personal qualities or traits that are present in "good" secretaries/stenographers but which are absent in poor secretaries/stenographers.

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*Secretaries/stenographers are those employees who produce typewritten copy (1) from dictation (either from notes or from a machine), (2) from her own composition, or (3) from oral directions. This definition was developed by the DPE members who participated in the 1965 DPE Research Training Conference.

The approaches characterized by Charters and Whitley (and their followers) have been directed to individual duties and personality traits which are associated with "good" secretarial/stenographic performance. The present study does not deny that these factors may be related to secretarial/stenographic performance, but a viewpoint such as this seems to offer a much too simplistic approach. It is important to recognize that the secretarial/stenographic role is carried out in a variety of settings. Furthermore, while the investigators agree that personal characteristics must be considered, they also recognize the importance of considering simultaneously: (a) the properties of the group (such as the level of cohesiveness of the group) and (b) the work situation (such as closeness of supervision) which affect the secretary/stenographer in the performance of her role.

Therefore, the basic viewpoint taken in this study was that successful adaptation to the secretarial/stenographic role included more than that of occupational training, experience and personality traits currently associated with the role occupant. It was expected that _successful_ adaptation would be inherently related to the structure and processes of the group and the work-setting in which the secretarial/stenographic activites were taking place.

It should be recognized that the project reported here is of pilot study dimensions. Rather than being conclusive and definitive in nature, it serves as a "bench mark" and hypothesis-generating vehicle for later studies to use as a point of departure. In general, the results of this present study indicate the importance of later studies using approaches that are different from the trait analyses characteristic of the Charters and Whitley efforts. These future studies should incorporate designs from the social sciences which take into account such variables as: role analyses, group structure, group process, and effective work setting. The general purpose of this study was to utilize these factors in developing further understanding of the secretarial/stenographic roles associated with a variety of work settings.

Throughout this report the term "secretaries" refers to persons employed throughout the gamut of jobs included in the secretarial/stenographic field. The extremes in this field of endeavor are illustrated by definitions used by the Administrative Management Society.

> STENOGRAPHER B: Transcribes from dictating equipment, or records and transcribes shorthand dictation involving a normal range of business vocabulary. May perform copy typing or clerical work of moderate difficulty incidental to primary stenographic duties. May operate as a member of a centralized stenographic service.
>
> STENOGRAPHER A: Performs advanced stenographic duties which require experience and exercise of judgment.

> Transcribes from dictating equipment, or records and transcribes dictation of more than average difficulty which regularly includes technical or specialized vocabulary or frequently supplements transcription with the drafting of finished work from indicated sources, records, general instructions, etc.
>
> SECRETARY B: Performs secretarial duties for a member of middle management. General requirements are the same as for SECRETARY A (listed next), but limited to the area of responsibility of the principal.
>
> SECRETARY A: Performs the complete secretarial job for a high level executive or a person responsible for a major functional or geographic operation. Does work of a confidential nature and relieves principal of designated administrative details. Requires initiative, judgment, knowledge of company practices, policy and organization.[2]

This organization breaks the field into four types of positions. Thus, the two extremes are seen to be STENOGRAPHER B and SECRETARY A.

The _Encyclopedia of Careers and Vocational Guidance_,[3] when treating the topic of "secretarial/stenographic jobs," includes the entire discussion in one section. The major distinction of the extremes as viewed by the authors of this source seems to be the degree of responsibility vested in the employee. Since it is very difficult, or almost impossible, to establish empirically a line of distinction between persons classified as "stenographers" as opposed to those called "secretaries," the authors have chosen to write about both types of individuals by utilizing the lay public term of "secretary"* to describe them. Irene Place, in her study,

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*The pioneering study in this field, Charters and Whitley, _op. cit._, pp. 177-78, failed to define the differences. The differences were summarized in one paragraph: "_The difference between a Secretary and a Stenographer_: The

"The Personal Secretary," attempted to make a distinction between secretaries and stenographers. The definitions she used are:

> Secretary. Performs general office work in relieving executives and other company officials of minor executive and clerical duties; takes dictation; transcribes; makes appointments for executive and reminds him of them. Interviews people coming into office, directing to other workers those who do not warrant seeing the executive; answers and makes phone calls; handles personal and important mail, writing routine correspondence on own initiative. May supervise other clerical workers.
>
> . . . a secretary is a person assigned in a clerical capacity to the exclusive service of another person, the principal, to assist him in the discharge of his duties and responsibilities. The essence of the position is the relationship of principal and secretary.
>
> Stenographer. Takes dictation in shorthand of correspondence, reports, and other matter, and transcribes dictated material. May be required to be versed in the technical language and terms used in a particular profession. May perform a variety of related clerical duties; reference clerk, general office work. May take dictation on a stenotype machine or may transcribe information from a sound-producing record.[4]

Even in these rather formal definitions it is difficult to distinguish when a position changes from stenographic to

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employers who answered this question were all agreed that the stenographer does purely routine work - she is a diligent, faithful, human machine. The differentiating quality mentioned most frequently was 'initiative.' The one mentioned next after this was 'responsibleness.' Others which were mentioned were 'intelligence,' 'interest in work,' 'accuracy,' 'executive ability,' and 'judgment,' with occasional mentions of such qualities as originality, tact, foresight, memory, and reticence. There were several mentions of phases of education - spelling, English, and so on. *The employers were agreed that the secretary needs perhaps less technical skill - i.e., skill in typing, taking shorthand, and so on - than does the stenographer, because the secretary's success depends far more upon personality than upon professional technique with regard to such mechanical operations."* (Italics by the authors of this report.)

secretarial. While a distinction may be made analytically, such a distinction is very difficult to make on an empirical basis.

The actual job title assigned to a position, be it secretary or stenographer, varies between companies and even within companies to such a degree that no comparable basis could possibly be established. That is, in some companies, a position would be described as secretarial, while in other companies the same position would be considered as stenographic. Therefore, the term "secretary" in this report refers to secretary/stenographer as previously defined (see page 3).

Objectives

The four primary objectives of the study are to:

1. Identify successful secretaries, i.e., those who have adapted successfully to the secretarial role.
2. Analyze which variables contributed to or were associated with secretarial success.
3. Identify factors relevant for the education and training of secretaries.
4. Develop possible variables and research designs that might be utilized in subsequent studies in this subject area.

Significance of Results

The results of this study are important to many areas connected with secretarial work. One area is that of clarifying the general image of the person called a "secretary." This general image has been presented and developed by many authors writing about the field and has become part of

American folklore. Although some of this image is based on fact, much of it is based on myth. The results of this study effort has provided, in part, a means for separating "reality" from "myth" regarding the secretarial image. Much of this image is concerned with what the secretary is, what she does, and how she does it in order to be successful.

One source describes the secretary in the following manner:

> . . . The secretary is in a special position of trust and responsibility. She knows the inner workings of the office so well that she can handle the minor details that flood the office daily with little or no consultation with her employer, leaving him free to handle policy-making decisions and reorganizations, to plan future developments and to make broad evaluations. Either over the telephone or in person, the secretary is in daily contact with an endless variety of callers - company executives, high-ranking persons in the field and in the community, her co-workers in the office. Then too, the secretary is more or less responsible for setting the tone of the office - friendly and efficient. It is no wonder that the secretarial position of today is considered the aristocrat of all office jobs.[5]

This same source describes what one must do to be a successful secretary.

> Since you, as a secretary, will be among the highest paid workers in the business office, you will be expected to have a high rate of production. You will be expected to turn out letters, manuscripts, tabulations, and other reports in record-breaking time with complete accuracy. In order to maintain a high production rate, you must be able to arrange your time to allow for uninterrupted periods of dictation and transcription. You must be willing and ready to learn new ways of doing things that will save time and energy. You must always be on your toes to take new courses, to obtain refresher training, to keep abreast of new techniques in order to maintain your professional status.
>
> More than this, you must want to give the best possible service to your employer, to make the best possible use

> of your time, and to do a little more than what is expected of you. It is a poor policy to put things off. It is a wise policy to get things done as soon as possible. Use every minute of your time wisely.[6]

Another source presents the description of skills a successful secretary must possess:

> The secretary is expected to be versatile. She must be skillful in far more than routine shorthand and typing; she must be alert and accurate in English usage and have a good knowledge of filing and record-keeping. Her skills also include the operation of office machines, the development of an efficient, yet friendly telephone technique, and a thorough understanding of mailing procedures and other basic routines.
>
> In addition, it is especially important that the secretary be expert in human relations. She must be sincere, tactful, and friendly - maintaining a good relationship with her employer and co-workers and handling callers graciously and effectively.[7]

This same source also lists personality traits that he believes successful secretaries possess:

> She makes her boss look good.
> She is tactful.
> She has a "sense of anticipation."
> She is loyal.
> She has "follow-through."
> She knows how to plan her work.
> She is dependable.
> She reflects company purposes and policies.
> She can keep a secret.
> She always looks her best.
> She knows how to talk well.
> She is cost-conscious.
> She has a variety of interests.
> She is a genuine person.
> She has a mind of her own.
> She has a sense of values.[8]

The above quotations illustrate the image associated with the secretarial profession. The qualities and characteristics needed by persons to be successful secretaries in terms of these images would qualify these individuals to hold any type of job. Obviously, to varying degrees some or all these qualities and characteristics are possessed by all secretaries. Some successful secretaries, however, do not possess all the characteristics deemed essential by "experts" in secretarial education.

It would be most unusual if executives themselves would be able to meet all the attributes that the "public" seems to believe must be associated with successful secretaries. For example:

> In a survey of Chicago-area businessmen by Daniel D. Howard Associates, management consultants, 179 respondents who described themselves as presidents or board chairmen, also described themselves through their replies as habitual perpetrators of office inefficiencies.
>
> Only 17% 'frequently' give their secretaries the job of composing routine letters for them, 78% don't use dictating machines, and 47% actually write out business letters and memos by hand, according to the management consultants' survey.[9]

These businessmen are not low-level participants but are, in fact, presidents or board chairmen of corporations in the Chicago area.

The report concludes, "Too often, the man who should be the prime manager lets others usurp his control; while he may not be wasting time, he is letting time waste him."[10]

The present study also has significance for designers of secretarial training programs, and those who develop secretarial training text books. The contents and formats of such books have been altered relatively little (in terms of their basic construction) despite the tremendous change witnessed by persons attempting to meet successfully the demands of the position of secretary in modern business endeavors.

Just as the Charters and Whitley study encouraged a line of related research, the present study encourages parallel studies in a variety of office occupations. Since this endeavor is one of pilot study dimensions, its main objective was to determine the feasibility of the design, variables, and approaches which it employed for possible studies that might be conducted in the future. The methodology used in this effort, together with its findings, should encourage other researchers in the field of office education to conduct further studies of this area of concern.

Definition of Terms

In any communication process, a recurring difficulty is that many terms with common meanings are used with specialized connotations in the context of a specific report. It is imperative to distinguish when these commonly-used terms are given specialized meanings. Other terms are unique to a given research project and as such they must also be identified. The need for clear definitions has been recognized by many imminent writers. Emile Durkheim presented a fine argument for this in his classical work, "Suicide." He states:

> . . . the words of everyday language, like the concepts they express, are always susceptible of more than one meaning, and the scholar employing them in their accepted use without further definition would risk serious misunderstanding. Not only is their meaning so indefinite as to vary, from case to case, with the needs of argument, but, as the classification from which they derive is not analytic, but merely translates the confused

> impressions of the crowd, categories of very different sorts of facts are indistinctly combined under the same heading, or similar realities are differently named. So, if we follow common use, we risk distinguishing what should be combined, or combining what should be distinguished, thus mistaking the real affinities of things, and accordingly misapprehending their nature. Only comparison affords explanation. A scientific investigation can thus be more likely to success the more certainly it has combined all those that can be usefully compared. But these natural affinities of entities cannot be made clear safely by such superficial examination as produces ordinary terminology; and so the scholar cannot take as the subject of his research roughly assembled groups of facts corresponding to words of common usage. He himself must establish the groups he wishes to study in order to give them the homogeneity and the specific meaning necessary for them to be susceptible of scientific treatment. Thus the botanist, speaking of flowers or fruits, and zoologist of fish or insects, employ these various terms in previously determined senses.[11]

The following are the operational definitions of terms that were used in the study. Hopefully, these definitions will provide a common frame of reference for the reader and increase the probability of consistent interpretation of its findings.

For ease of reference, the definitions have been arranged alphabetically as opposed to listing them in the sequence in which they appear in the report.

List of Definitions

1.	ADAPTATION TO A ROLE:	The process by which necessary adjustments are made in order to carry out the role. This process may involve both changes of behavior and beliefs.
2.	CLERICAL WORKER, OTHER:	An employee in the work group who is performing clerical work and is neither a secretary/stenographer nor a supervisor.

3. COHESIVENESS:	The average amount of attraction to the group held by all members of the group.[12]
4. GROUP:	A number of persons who communicate with one another over a span of time, and who are few enough so that each person is able to communicate with all the others, not at second hand through other people, but face-to-face.[13]
5. MOTIVATION:	A state that mobilizes activity which is directed. Motivation is considered here to include the effects of the internal motive of an individual as well as the environmental conditions acting upon the individual. "Motivation" is used in this study according to Atkinson's definition, i.e., Motivation = $M\ (P_s\ X\ I_v)$; where M = internal motive of the individual; P = perceived probability of success in doing the act; and I = incentive value of the act.[14]
6. PEER:	A person or persons of approximately the same rank or level as the original person. In this study, peers to a secretary/stenographer refer to other secretaries/stenographers or other clerical workers present in that work group.
7. PERSONALITY:	The overall pattern or integration of a person's structures, modes of behavior, interests, attitudes, intellectual abilities, aptitudes, and many other distinguishable characteristics. Thus the term personality refers to the whole individual.[15]
8. QUARTILE:	The designating of any of the values in a series dividing the distribution of the individuals in the series into four groups of equal frequency.

9.	ROLE:	The patterns of wants and goals, beliefs, feelings, attitudes, values, and actions which other persons expect should characterize the typical occupant of a position. Roles prescribe the behavior expected of people in standard situations.[16] Roles can also mean the behaviors demanded by a position as perceived by the occupant of that position.
10.	SECRETARIAL SUCCESS:	A secretary was rated as "successful" in this study when respondents "thought" she was successful. Success scores were based on subjective ratings of a secretary's performance made by herself, her peers, and her supervisor. These ratings were then weighted, with the highest weight (4) being accorded to the supervisor's judgment, the next highest (2) to the peer, and the lowest value (1) to that of the secretary/stenographer.
11.	SECRETARY (also called SECRETARY/STENOGRAPHER)	An office employee who has as one of her major duties the production of typewritten copy from: (1) dictation (either shorthand, machine, or longhand), (2) her own composition, or (3) oral directions.
12.	SIGNIFICANT:	The term significant or significance is used in its statistical sense. By agreement among statisticians, an inference (probability conclusion) is called "statistically significant" if, at the .05 level, the null hypothesis under test is rejected with the understanding that there are only five chances out of one hundred of being wrong in deciding to reject this hypothesis. For a more detailed discussion of this point, see any basic statistics textbook that covers the topic of "statistical inference."

13. SOCIAL CHARACTERISTICS:	Attributes possessed by individuals which indicate the types of social roles they occupy. Among other social characteristics analyzed in this study are: marital status, age, social class, and ethnic background.
14. SUPERVISOR:	A person having direct authority delegated by an employer to hire, transfer, promote or discharge another employee, or to recommend such action. This person must also have direct responsibility for the assigning and supervising of work performed by the secretary/stenographer.
15. WORK GROUP:	A group of employees with the following minimum composition: a secretary/stenographer, a supervisor, and a peer. Excluded are those "collections" of employees that are separated by such distance or physical boundaries that preclude the type of communication needed for this definition of "group." Work groups can generally be distinguished by departments or other physical and "nominal" boundaries of an office environment.
16. WORK SETTING:	Those physical and interactionistic group properties of the work environment which may influence the performance of the worker or adaptation to the secretarial/stenographic role.

Assumptions

In any research, certain assumptions must be made to facilitate the development and processing of the research. In this study, the following assumptions have been made:

1. It is assumed that the interview forms employed in the study are of sufficient validity and reliability to satisfy the purpose of this study. In the development of the questions, the instruments were reviewed, field tested, and revised six times, but beyond these efforts it was assumed that the instrumentations were sufficient to meet the demands of the study. (See Chapter II.)
2. Whenever one asks another person a question, there is a basic assumption that the answer is true; that is, an "expressed" opinion is a "felt" opinion of the respondent. In order to optimize the probability of this assumption being true, all participants were assured that their responses would remain confidential. The interviewers involved were also trained to refrain from using statements, gestures, or other forms of communication that might tend to suggest a "correct answer" to a respondent. Under these conditions, the assumption of an "expressed" opinion is a "felt" opinion was considered reasonable.
3. One of the basic assumptions underlying the design of this study was that job performance depends upon both ability and motivation.

4. The secretarial personnel interviewed in this study were not confined to a single location, but were located in offices throughout the Metropolitan area. It was assumed that this pattern would give results similar to those obtained by interviewing in a number of different size companies.
5. It is not unrealistic to assume that if a secretary has successfully adapted to her role, she can probably be characterized as being a successful secretary.

Limitations of Study

This study has certain factors that may be considered as limitations:

1. A single company was the site for all data collection. This condition limits the "generalizability" of the findings to a defined population. Since the effort was of a pilot study nature, this limitation is not considered to be a serious one.
2. All but one of the test scores for the secretaries were taken from prior personnel records. Also, information on prior test scores were not available for all the secretaries included in the sample. Therefore, an attempt was made to secure current data for all secretaries by testing the secretaries at the time of the interview.
3. Work groups selected for this study were chosen from a list presented by the company. This procedure

could lead to a possible bias in the sample employed in the study. The bias, however, should be minimal because the company selected these groups on two bases: (a) to provide representation from all major departments within the company and (b) to provide representation from the major "levels" of secretaries and supervisors within these major departments.

Summary

The purpose of this chapter was to present: (1) the background of the study (in terms of previous efforts and the general need for the study effort), (2) the purpose of the endeavor, (3) its general significance, (4) its objectives, (5) its limitations, (6) the assumptions underlying the effort, and (7) definitions of key terms. In essence, this study was designed to determine what psychological and sociological behaviors seem to be most significant to a person classified as a "successful" secretary and are either absent, or present to a lesser degree in the behavior patterns of persons considered to be "unsuccessful" secretaries.

Chapter II is devoted to descriptions of the activities and procedures utilized in order to meet objectives of the study.

CHAPTER 1

References

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[6] *Ibid*., p. 24.

[7] Gregg, John Robert, *et al*., *Applied Secretarial Practice*, p. 6.

[8] *Ibid*. pp. 19-26.

[9] "Management Briefs," *Business Week*, p. 62.

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[11] Durkheim, Emile, *Suicide*, pp. 41-42.

[12] Cartwright and Zander, *Group Dynamics*, p. 73.

[13] Homans, George C., *The Human Group*, pp. 21-23.

[14] Atkinson, J. W., *Motives in Fantasy, Action and Society*, pp. 288-305.

[15] Munn, Norman, L., *The Fundamentals of Human Adjustment* p. 206.

[16] Krech, David, *et al*., *Individual in Society*, p. 338.

CHAPTER II

STUDY DESIGN

Introduction

In order to meet the objectives of the study, several processes and procedures had to be completed by the research staff. This chapter will present the methods which were utilized in order to achieve these goals. Specifically, this chapter will describe the following:

1. The types of data included in the study.
2. The sources of these data (including the site of the interviewing and the process of selecting the people interviewed).
3. The process of designing the survey instruments.
4. The process by which the study data were collected.
5. The classification of these data.
6. The statistical treatment of the data.
7. The definition and determination of the variables:
    (a) secretarial scores, and
    (b) group cohesiveness.

Types of Data

Many persons interested in studying the success of workers have made a distinction between ability to do the work and motivation for accomplishing the work assignment. The two approaches are usually expressed in terms of two assumptions:

1. Ability assumption: The performance of a person is to be understood in terms of his abilities and their relevance to the task to be performed.
2. Motivation assumption: The level of performance of a worker on a task or job is a direct function of his motivation to perform effectively.[1]

Other researchers[2] believe that job performance depends on both of these factors.

One of the basic assumptions underlying the design of this study was that job performance depends upon both ability and motivation. Therefore, in designing the instruments, information was gathered on both ability to do the job and factors associated with motivation. The data yielded by these instruments were classified into four group (types). Types 1 and 2 fell generally within the realm of material focusing on ability to do the work. Type 3 accounted for data which dealt with either ability to do the work or motivation to do the work. It should be noted that it was difficult to distinguish clearly whether certain factors involved in the study were concerned strictly with ability alone, or motivation only, to do the job. Since sharp distinctions could not be made, Type 3 includes data that cut across these factors (ability and motivation).

Type 4 data deals with factors that may influence one's motivation to do the work.

The following discussion of the four types of data provides an illustrative definition of each of them:

Type 1 - Those variables and behaviors of secretaries that indicated an ability to do the job:

a. General education
b. Vocational education
c. Work experiences
d. Secretarial skills and knowledges

Type 2 - Those variables (expressed in terms of the duties performed) which focus on ability to do the job:

a. Type of duties
b. Frequency of duties
c. Type of office equipment used

Type 3 - Those sociological and psychological characteristics of secretaries that may be connected with either ability or motivation to do the job:

a. Social characteristics (roles) of secretaries, i.e., age, marital status
b. Personality characteristics of secretaries

Type 4 - Those variables which pertain to the social environment of the employment setting which are considered to have an affect on a secretary's motivation to do the job:

a. Characteristics of the supervisory relationship, i.e., closeness of supervision, style of supervision, attitude toward the supervisor

b. Characteristics of the total work group of which the secretary is a member, i.e., attitudes toward the group; cohesion of group

c. Satisfaction with job

It should be noted that the listings are not intended to be definitive or all encompassing. The delineation is such, however, that the reader should have a reasonable notion of the intended meaning of each type of data.

Sources of Data

Selection of Company. The site for all interviewing in this project was a public utility. In the original research proposal, the data were to be collected in a number of manufacturing concerns. Since there was a change in this dimension of the original proposal (both in the number of companies and types of companies) a rationale and explanation for these changes is necessary.

The main reason underlying the changes in the target population of companies was that of the great difficulty associated with locating an adequate number of different types of manufacturing concerns, each with a sufficient number of secretarial employees, to provide a statistical sample that would meet the requirements of the study.

In the early stages of these endeavors, a special survey of selected large companies was conducted in order to determine the availability of those firms that might be suitable for inclusion in the study.* The purpose of this survey was to determine how many secretaries were employed by each company and the size of the work groups in which these secretaries were employed. Fifty-seven companies in the Detroit area employing more than 100 employees were contacted. It was discovered that all these companies employed some clerical workers. It was also found that the total number of secretarial workers employed in these 57 companies was sufficient for our study. *However, relatively few of the 57 companies individually employed a sufficient number of secretaries to satisfy the sampling requirements of the study.*

Put in another way, the great bulk of the secretarial work force was concentrated in a few firms. This group of firms included not only manufacturing concerns, but other types of businesses as well. Another difficulty uncovered by the preliminary survey was that most of the large corporations were not interested in cooperating in a research project that would require the amount of company time needed to conduct personal interviews. Although negotiations were begun with several companies that were both suitable for the study and had expressed an interest in it, only one of these efforts became a reality. The company involved was the one chosen for inclusion in the study. It should also be noted that negotiations with this company involved a considerable amount of energy and time, i.e., a number of meetings involving members of the research staff of the project and representatives of the company were needed to make the necessary arrangements.

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*See Appendix E

The three basic reasons for choosing the public utility company as the "sample" concern of the study can be summarized as follows:

1. The company had a reputation for, and a long history of, cooperation with academic institutions.
2. A large clerical force with more than an adequate number of secretaries for the study effort was available in the Detroit Metropolitan area which in turn made sampling and interviewing costs acceptable.
3. The secretarial personnel in this particular company were not confined to a single location, but were located in offices throughout the Metropolitan area.

The choice of this company, however, was not without its limitations.

1. The company, because of its nature, is regulated by Government organizations and is not strictly comparable to other private profit-making organizations.
2. The method by which secretarial employees are hired might also be somewhat peculiar to this type of company. Many of the current secretaries were not hired initially as secretarial employees. They

were usually hired for clerical jobs of a lower classification than that of secretary.

3. The method by which secretaries are assigned to supervisors might also be different from those in other industries and businesses. A policy that this company seldom makes exception to is that a high-ranking supervisor has a high-ranking secretary and low-ranking supervisors have low-ranking secretaries. (Supervisors rank from 1 to 5 and secretaries rank from 1 to 4. A rank 1 secretary would seldom, if ever, work for a rank 5 supervisor.)

These limitations are constraints on the findings of the study to the extent that they are unique. It should be noted, however, that the number of similarities between these practices and those of other business firms greatly outweigh the number of differences which might occur because of the particular nature of a public utility company. In this context, then, the degree to which the findings of this study have validity for other businesses and industrial concerns is a function of the many similarities in secretarial position practices between these other types of companies and the utility company employed in the study effort.

It is important to emphasize once again that the present study effort was conducted in "pilot" dimensions. The general intent being that the findings of this study might well serve as the bases for other more definitive studies, and that the methodology employed here might well serve as one of other possible models which might be used in later study endeavors.

Selection of Work Group. Secretaries and the work groups in which they functioned had to be chosen for inclusion in the study. *All work groups included in the study had a minimum composition of one secretary, one supervisor, and one peer.* This requirement limited the number of work groups that could be used.

Assistance in selecting the work groups was furnished by the Personnel Research Department of the company. This department sent individual memoranda to supervisors in each work group explaining the purpose and scope of the approved study. This process proved to be crucial to successful data collection.

From the list prepared by the company's research department, the final selection of work groups was made by the research staff of the study project. A Research Assistant from Wayne State University personally visited each of these work groups to determine if it met the study's definition of a work group. The observations of the Research Assistant revealed that approximately thirteen groups did not meet the specifications. In light of this information, the company subsequently furnished additional work groups. The Research Assistant then made additional appointments, and conducted interviews with members of these work groups. All these groups were found to meet the study's definitions and specifications.

Sampling

It was originally the intention of the research team to interview 150 secretaries. All other members of the work groups of which these secretaries were members were also to be interviewed.

Actually, 149 secretaries were interviewed. Along with these interviews, 132 supervisors and 45 other clerical workers were interviewed to form a combined total of 326 interviews.

These 326 interviews were conducted in 67 different work groups. The size of these work groups varied from a minimum of three members to a maximum of ten members. The distribution of the actual composition in terms of secretaries, supervisors, and other clerical workers is shown in Table 1.

TABLE 1

DISTRIBUTION OF WORK GROUPS BY SIZE AND COMPOSITION

	Composition					Number of Interviews			
	S/S (1)	Supervisor (2)	Other (3)	Size of Groups (4)	Number of Work Groups (5)	S/S (6) Col. 1 x Col. 5)	Supervisor (7) (Col. 2 x Col. 5)	Other (8) (Col. 3 x Col. 5)	Total (9)
	1	1	1	1	11	11	11	11	33
	2	1	0	3	4	8	4	0	12
	2	2	0	4	18	36	36	0	72
	3	1	0	4	1	3	1	0	4
	1	1	2	4	6	6	6	12	24
	4	1	0	5	1	4	1	0	5
	3	2	0	5	1	3	2	0	5
	1	1	3	5	4	4	4	12	20
	1	1	4	6	2	2	2	8	12
	3	3	0	6	8	24	24	0	48
	5	1	0	6	1	5	1	0	6
	4	4	0	8	6	24	24	0	48
	3	3	2	8	1	3	3	2	8
	6	3	0	9	1	6	3	0	9
	5	5	0	10	2	10	10	0	20
TOTAL	44	30	12	86	67	149	132	45	326

*Tables that appear in Chapter II such as this can actually be considered as Findings and appear in Chapter II because of the relevance to the material being discussed. They likewise could have been presented in Chapter III Findings.

2

Based upon stipulations included in the original proposal the study omits some of the possible types of work groups* that might include secretaries. In addition to these exclusions, the most notable omissions are those two-member work groups consisting of a single supervisor and a single secretary. While a sizable number of secretaries might work in such groups, this exclusion is unavoidable due to the demand for a "consensual measure" of secretarial success** in the study effort. At the other extreme, secretarial work groups of more than ten persons (including supervisors) are rare. The only exceptions that were found in this company and in our surveys were stenographic pools. In light of study findings, it is generally agreed that exclusion of work groups larger than ten members would have little effect, if any, on the conclusion to be desired from this effort.

In the company used in this study, there are four levels of secretarial workers. A secretary starts at the lowest level (4) and then is promoted upward successively through the next stages. Promotion beyond the highest level (1) removes the individual from the general classification of "secretary" in that company. Representatives from each of the four secretarial levels were included in the sample employed

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*The original proposal called for three types of size groups: small, three to five employees; medium, ten to fifteen employees; and large, twenty or more employees. It should be noted that very few groups of such medium or large size in which secretaries are a part exist in industry.

**See page 13 for method of determining secretarial success.

employed in the study. The distribution of the 149 respondents composing the sample in regard to secretarial level is shown in Table 2.

TABLE 2

DISTRIBUTION OF SECRETARIAL SAMPLE BY LEVEL

Level of Position	Frequency	Percent
Highest 1	32	21.5
2	73	49.0
3	22	14.8
Lowest 4	22	14.8
TOTAL	149	100.0

The entry of 73 in the column entitled "Frequency" and in the row of "second level" indicates clearly that this cell of the table has the greatest number of secretarial employees in it. This indication is a reflection of the actual condition of the classification of secretaries in that company, i.e., the majority of individuals so employed are second-level secretarial personnel.

Consistent with the policy that high-level secretaries work generally for high-level supervisors and low-level secretaries work for low-level supervisors, entries in Table 3 reflect this pattern pronouncedly.

It should be noted that the lower two secretarial levels have been combined in the table (as in other places throughout this report) *in order to provide an adequate number of cases in each category for conducting statistical analyses of these findings.*

TABLE 3

LEVEL OF SUPERVISOR OF SECRETARY BY
SECRETARIAL POSITION LEVEL

Secretarial Position	Supervisor					Total
	1 (H)	2	3	4	5 (5)	
1 (H)	2	29	1	-	-	32
2	-	1	69	2	1	73
3 (L)	-	5*	2	18	19	44
TOTAL	2	35	72	20	20	149

Representation in the sample was by type of department as well as secretarial level. Table 4 shows the distribution by *department* and *level* of the 149 secretaries interviewed.

A clear distinction should be made between the number and type of interviews completed (which we have previously discussed) and the number and types of ratings** of each secretary. Three types of ratings were utilized--self,

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*Each of these five "level 2" supervisors who have "level 3" secretaries working for them also have one "level 1" secretary working for him.

**Ratings here refer to the process by which each secretary is evaluated by other members of the work group on selected characteristics, i.e., personality traits, skill levels, etc.

TABLE 4

LEVEL OF SECRETARIAL POSITION BY DEPARTMENT

	Secretarial Position				
Department	1 (H)	2	3	4 (L)	Total
Plant	3	18	20	1	41
Public Relations	1	1	0	1	3
Commercial	4	12	1	0	17
Marketing	5	13	1	5	24
Personnel	7	9	0	3	19
Comptroller	6	6	0	1	13
Planning	0	0	0	5	5
Traffic	2	6	0	6	14
Engineering	4	8	0	0	12
TOTAL	32	73	22	22	149

supervisor, and peer. Under these circumstances there were 149 secretaries and 149 self ratings.

While there were only 132 supervisors interviewed, there were 149 supervisors' ratings, one for each secretary (some supervisors had more than one secretary working for them and, therefore, would rate more than one secretary).*

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*Of the 132 supervisors, 123 supervised one secretary, 5 supervised two secretaries, 2 supervised four secretaries, while 1 supervised five secretaries.

The number of peer ratings (ratings of a secretary by other secretaries and other clerical workers in the work group) totaled 333. (In some work groups more than one peer was present for each of the 149 secretaries included in them; therefore, more than one peer rating per secretary was provided.) All peers within the group were interviewed and gave ratings of each secretary in the group. Each person within the group was interviewed (rather than a single person serving as a sample respondent for peers) because the study was designed to examine the totality of a work group.

Table 5 shows the distribution of the peer ratings by Type of Work Group. In order to interpret the entries of Table 5, the following approach is employed: In the Type of Group where there are two secretaries present and no other clerical workers (see entry in the first row, second column), each secretary acts as a peer for the other. Therefore, they rate each other, and provide one peer rating per secretary (see entry in first row, fourth column). Since there are two secretaries in the group, there are two peer ratings for each group of this type (see entry in first row, fifth column). Since there are 22 groups of this type and two peer ratings per group, there are a total number of 44 peer ratings from this type of group (see entries in first row, and sixth and seventh columns, respectively).

TABLE 5

PEER RATINGS BY TYPE OF WORK GROUP

Group No.	Type of Work Group		Number of Peer Ratings per Secretary	Total No. of Peer Ratings in the Group	No. of Groups	Total No. of Peer Ratings
	No. of Secretaries	No. of Other Clerical Workers				
1	2	-	1	2	22	44
2	3	-	2	6	10	60
3	4	-	3	12	7	84
4	5	-	4	20	3	60
5	6	-	5	30	1	30
6	1	1	1	1	11	11
7	1	2	2	2	6	12
8	1	3	3	3	4	12
9	1	4	4	42	2	8
10	3	2	4	12	1	12
				TOTAL	67	333

In group number 2, composed of three secretaries and no other clerical workers, each secretary is rated by the two other secretaries so there are two peer ratings per secretary. Since there are three secretaries in the work group, there are six peer ratings per work group of this type. As there are ten groups of this type, there are 60 peer ratings for these Type 2 groups. The entries in the table are read in similar fashion for interpretation of data relative to groups 3, 4, and 5.

In group number 6-9, there is only one secretary present and various numbers of other clerical workers. In these groups the other clerical workers serving as peers rate the single secretary, providing as many peer ratings as there are other clerical workers.

In group number 10 where there are three secretaries and two other clerical workers present, each secretary is rated by the two other clerical workers as well as by the two other secretaries, providing four peer ratings per secretary. Since there are three secretaries in the work group, there are twelve peer ratings for that particular group.

Data Collection

Instrumentation. The instrument developing stage of this study was a long, involved process ranging over a period of eight months. The first stage was to develop research hypotheses. At this time, a regional search of published research projects was made in order to help in the development of these hypotheses. After the search of all this relevant literature was completed, the research staff met with a consultant to advance the tentative hypotheses to be tested and to discuss other possible sources of relevant materials.*

Subsequently, the potential interviewing schedule was divided into several parts. Each of these areas was assigned to an individual member of the staff. These staff members then developed questions pertaining to the hypotheses applicable to the section for which they were responsible.

A series of meetings concerning instrumentation were held involving all members of the project. Based upon discussions and "question" assessments considered during these meetings, the first draft of the survey interview for secretaries was prepared. This background was also used to develop instruments for administration to supervisors and the so-called "other clerical workers." Questions included in these latter two instruments were those considered to be necessary for testing the hypotheses which had been previously developed by the staff.

The two instruments developed for the "supervisors" and the "other clerical workers" were highly similar to the interview schedule developed for secretaries. The main difference among the three interview instruments occurred in the relevance of the questions for the types (e.g. supervisor, secretary) of individual respondents.

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*This group was composed of the Principal Investigator, Research Associate, Research Assistant, and Consultants.

During this time preliminary field testing of the instruments was initiated with four different companies* participating. One of these firms was the company employed in the final study. The field testing of instruments in this company was held in an outlying branch office which was not to be included in the final study interviews. After each field testing session of the set of pre-tests, the three instruments involved were revised on the basis of the findings and the reactions of the research staff to the adequacy of the instruments. It is important to note that although the pre-testing was conducted by the members of the project staff in the preliminary stages of the field testing aspect of the study, the final stage of this pre-testing aspect was conducted by a professional interviewer who later served on the interviewing staff of the study proper. This approach made it possible for the research staff to get first hand information about the instrumentation of the study, supplemented by the viewpoint of an unbiased professional interviewer.

The field testing phase of the study involved a total of 47 pre-test interviews. Prior to using the three interview schedules which emanated from the field testing experience, they were sent to a consultant associated with the Institute for Social Research located at the University of Michigan. This consultant had been involved in many projects calling for the interviewing of employees in industrial sites and consequently his experience was invaluable to the project. After analyzing the instruments in vigorous fashion the consultant made suggestions which were incorporated in the final format of the interview forms. In all, ten drafts of the instruments were prepared before the final format was derived. The final forms of these instruments can be found in Appendices B, C, and D.

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*Some companies were not available for participation in the final study, but were willing to help during this aspect of the study. Therefore, three of these companies were used for the pre-testing of the instruments.

Field Condition and Methods. Much of the credit for a smooth field operation can be attributed to the advance preparation made by the company. Prior to interviewing, a letter was circulated by the company's Personnel Research Department to appropriate supervisory personnel informing them of the anticipated participation of specific groups in their respective departments. The letter also explained the approximate amount of time each type of interview was expected to take.

Before conducting the interviews, each work group was clearly identified by the research staff. This information was then listed on the face sheets of the interview forms. The supervisor-secretary relationship was clearly distinguished, i.e., which secretary worked for which supervisor. Individual appointments were then arranged with each potential respondent. No interviews were conducted without appointment,

Interviewers were selected from a list of professional interviewers whose work was previously known to the Department of Business and Distributive Education, College of Education, Wayne State University. Prior to training, literature was sent to the interviewers explaining the purposes of the study. A two-day training session* for these interviewers was conducted. All persons on the research staff were used on the training team. The first day's session included the following activities:

a. A brief historical review of previous studies as they related to the present study's goals, with particular stress being placed on the importance of social psychological factors.

b. Discussion of definitions pertinent to the study.

c. Review of each of the three instruments, question by question.

d. General procedures for administering instruments, use of probes, and other related matters.

e. Briefing by representatives from the Michigan Bell Telephone Company.

During the second day of the training session, the interviewers conducted sample interviews in the morning phase of the program. The interviewers then reported back to the training session for debriefing. The interviews which had been completed in the morning were edited by the research staff to correct errors caused either by misinterpretation of the instructions or by "participation" bias introduced by the interviewer. This procedure reduced the likelihood of such mistakes being made by the interviewing staff during the execution of the study.

Actual interviewing. Because of the confidential nature of the questions being asked, the interviewing aspect of the final study was conducted in a place which insured privacy for the respondent. In many cases, the supervisors allowed their offices to be used as the site for conducting interviews of secretaries and "other clerical workers." The respondents were assured of the complete confidentiality of their responses at the outset and during the interviewing session.

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*Material used in the training session is presented in Appendix F.

The following pattern of interviewing was used. First, the interviewer determined the accuracy of the information on the face page (which had been provided by the company), paying particular attention to the composition of the work group and the relationships within. Any discrepancies were checked with the field supervisor before continuing with the interviewing. This approach insured that all groups interviewed were indeed true work groups as defined by the research team. The pattern of priorities involved in the ordering of the interviews, followed whenever and wherever possible, was as follows: The highest supervisor, in terms of company level, was interviewed first, then his secretary was interviewed, then the next highest supervisor, followed by an interview with his secretary, and so on until all such members in the group had been interviewed. The individuals identified as "other clerical workers" were interviewed after all interviews had been conducted with supervisors and secretaries. In some cases, of course, this pattern was not possible because of vacations or important company business. Work groups were interviewed as complete units. This pattern of interviewing was selected by agreement on the part of the company and the research staff. Since the pattern was essentially based on the formal hierarchy of the organization, it maintained a certain protocol found to be associated with such a hierarchy.

The approximate time needed to complete each type of interview was as follows: (a) secretaries, 50 to 60 minutes; (b) supervisors, 35 to 40 minutes; and (c) other clerical workers, 30 to 35 minutes. These time periods are approximations, and the actual amount of time depended to a great degree on the actual number of members comprising the work group.

The interviewing of all 326 respondents was completed in a month. Approximately 95% of the interviews were completed in three weeks, and the additional week's time was spent in obtaining those "hard to get" interviews which comprised the remaining, approximate five percent of the total sample.

Interviewers returned all completed interviews to the field supervisor no later than two days after completion of the actual interview session. A "logging" system was used so that the status of each interview was known to the research staff at all times. After receiving the interview instrument, the field supervisor edited it in terms of completeness, legibility, and accuracy of administration. If it was found to be necessary, the interviewer was requested to secure missing information from the respondent in question.

Analysis of Data

Sorting of Data. After the interviewing phase was completed, the research staff designed a code manual to convert the written questionnaire responses to numerical codes so that a computer could be utilized in the various analyses of the data. Trained coders transferred the data into numerical representation. During the process of coding the data, a procedure was employed to cross-check all entries, thereby reducing the probability of errors being made in this aspect of data handling. After the numerical coding was completed, the resulting information was then converted to forms amenable to processing by means of IBM cards and tapes. The actual analyses of the data were effected by means of "programs" and personnel associated with the Wayne State University Computing Center.

Statistical Analysis of Data. The major variable under consideration in the study was that of the degree of success secretarial/stenographic personnel witness by performance of duties based upon certain selected factors (independent variables). Because of the importance of this variable, an entire section has been devoted to a description of the method by which this success was determined. In this context, secretarial success is treated throughout the study as a dependent variable.

It is important to keep in mind, however, that dependence used in the sense that it is presented here does not necessarily imply a causal relationship between the variable "success" and the many other variables that were touched upon and probed in the study effort. It is true that many of the independent variables such as education, skills, work experience, can be thought of as causing secretarial success. However, other independent variables such as level of supervision, and degree of cohesiveness, cannot in all cases be thought of as causing success. In general, in these cases the dependent variable (secretarial success) and independent variables will be considered as causally related in that both may have some causal effect on the other.

For example, successful secretarial performance based on education, work experience, and other such factors, might render possible a certain type of supervision pattern. On the other hand, it may be that the certain type of supervision involved contributed more (i.e., caused) to the successful secretarial performance than did the factors of education, et al. Since the direction of causality of variables is discussed at some length in the findings section of this report, further treatment will not be accorded the point at this juncture.

Statistical Techniques Utilized. Because secretarial success was defined on an interval scale,* it was possible to use parametric statistics in the analysis. Examples of the type of statistical techniques[3] used in this study are: Analysis of Variance, Correlation Techniques, and Differences of Means and Proportions. When secretarial success scores were divided into groups so that success was treated as an ordinal variable, a number of different measures of association for ordinal variables were used: (a) Goodman's and Kruskel's Gamma, (b) Kendall's Tau_a, (c) Kendall's Tau_b, (d) Kendall's Tau_c, (e) Sommer's d_{yx}, (f) Sommer's d_{xy}. At times the Chi square test was used. The personal advice of Dr. Joseph E. Hill, Associate Dean, Graduate School and Professor of Secondary Mathematics, Wayne State University, was especially valuable in terms of discussions of the various statistical tests to be utilized.

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*For an excellent discussion of the different levels of measurement scales, see Blalock[4], pp. 11-16. See also Hayes[5], pp. 68-76.

Delineation of Key Variables

Determination of Secretarial Success. One of the underlying processes of the key variable (success) examined in this study was that of adaptation* to the secretarial role. In essence, it might well be said that the findings and implications of this study rest upon the adequacy of the method used to determine the degree to which secretaries successfully adapt to the secretarial role.**

One possible method of measuring secretarial success is to equate secretarial success with some empirically observable behavior such as typing speed. In this case, it could be concluded that a secretary was successful if she could type at a rapid rate. If this approach is employed, the assumption must be made, *a priori*, that successful secretaries are those who type the fastest. If any other single atrribute or group of attributes which can be objectively measured, or subjectively estimated, are used to characterize success, then similar assumptions must be made. These assumptions are made by many persons both in industry and in education.* In industry, such an assumption is the basis for the existence of pre-employment listings of typing and shorthand capabilities. Similarly in education, levels of skill in typing and shorthand have been used by some educators as the sole basis for grading students, as well as advising them on areas of future employment that might be open to them.

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*Adaptation - The process by which necessary adjustments are made in order to carry out the role. This process may involve changes of both behavior and beliefs.

**This statement can be considered a tautology.

Since it was the intent of this study to determine what qualities and characteristics were truly related to "secretarial

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*As an example of how such an assumption is used, a community college in the Detroit area uses skill levels along with experience as the sole requirement for promotions to higher-level secretarial jobs. In this particular college there are five levels of secretarial jobs. Requirements for each are shown below:

	Skill Level	Experience
1 (High)	(Information unavailable - 1 secretary - Secretary to President)	
2	(Higher than Level 3 but exact information unavailable.)	
3	Typing - 65wpm Shorthand - 100wpm	4 years and other training
4	Typing - 60wpm Shorthand - 80wpm	1 1/2 - 2 years
5 (Low)	Typing - 50-60wpm or dictaphone	6 months - 2 years

success," such approaches were not feasible for inclusion in the study effort. It was readily agreed that some form of measurement was needed which was independent of any single attribute or group of attributes. It was in this context that a method of direct rating of success was chosen as the best approach to use for the general purposes of the study. The following question was used to effect the rating process:

> "Using your own personal standards as to what constitutes effective secretarial performance, how would you evaluate 'Jane Doe's' performance in terms of the scale on this card?"
>
> SCALE
> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
> Poor Secretary (4) · Average Secretary (9) · Perfect Secretary (19)

This 19 point scale was selected only after other scales were field tested and found to be lacking. Field testing revealed that the 19 point scale avoided extreme pile-ups at decile and midpoints as well as providing the needed dispersion of ratings; while other scales, which were also tested, such as 10 point, 20 point, and 100 point scales did not.* The final selection of the 19 point scale was made only after careful analysis of data obtained from the pre-testing stage revealed these weaknesses of the other scales.

In the original proposal, secretarial success was to be determined by using the following question:

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*For example, even though the 20 point scale differs from our 19 point scale by only 1 point, the 20 point scale resulted in ratings being clustered at the point 5, 10, and 15 while the 19 point scale did not result in such clustering.

> "If you had to get along in your department for a month as best you could with just half of your present secretarial staff, which secretarial employee would you choose?"

The use of this question to determine secretarial success was not feasible for a number of reasons. The main reason was that secretaries would be rated as successful or unsuccessful solely in comparison to other secretaries in that group, rather than being rated on a more general basis. This process would have required a type of work group that is not usually available, i.e., one supervisor with two or more secretaries reporting directly to him. Therefore, in recognition of the fact that the rating of secretaries as successful had to be more global in nature than that of ranking them within the structure of a specific work group of which the secretary was a member, the previously-described 19 point scale was used instead of the more narrowly focused question included in the original proposal.

In order to provide a common frame of reference for all individuals using the 19 point scale to rate secretaries, "anchors"* were provided. The use of anchors on scales is strongly recommended by Torgerson.[7] It should also be noted that the 19 point scale was designed to provide data of the interval scale of measurement.

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*Anchors furnish as adjective which gives indications of what the numbers on the scale mean, i.e., a score of 19 is a "perfect secretary" (the anchor).

The previously-described question (along with the 19 point scale) was asked of the following members of the work group:

a. Supervisor: Each supervisor was asked to rate only the secretary for whom he had direct supervisory responsibility. In those cases where the supervisors were responsible for more than one secretary, all secretarial personnel under his supervision were rated by him.

b. Secretary: Each secretary in the work group was asked to rate herself and all other secretarial employees in the work group.

c. Other clerical workers (or peers): All other clerical workers in the work group were asked to rate all secretarial employees in that group.

This approach furnished three sources of rating:

a. Supervisor's rating - (a single score)

b. Self rating - ratings of each secretary by and of herself - (a single score)

c. Peer rating - ratings of the secretary by peers within her work group; that is, all other clerical workers and other secretaries in the work group - (one or more scores--depending on the number of peers in the group).

The third set of ratings, peer ratings, furnished more than a single rating in some cases, for in most instances there were more than one peer in a given group. Therefore, these ratings were "averaged," to provide a single peer rating, i.e., if there were three peers in the work group who gave Secretary A ratings of 11, 13, and 15, the average score given for the peer ratings was $\frac{11+13+15}{3} = 13$.

In order to find an adequate method to combine three ratings into a single score, it was necessary to analyze what "success" meant in the organizational setting of a business organization, i.e., the consequences of "success." Hallmarks of "success" in a business organization, it was agreed, involved such factors as: (1) a potential for promotion, (2) a probability of obtaining a raise in salary, and, at the least, (3) be allowed to continue in one's position at the same rate of pay. Evidence of not being successful in an organization included such possibilities as: (1) being demoted, (2) being dismissed, and (3) not being promoted or receiving salary increases over a long period of time. In this context, the ratings of success assigned by the supervisor, as compared to those made by peers and self, had to be considered as having more weight in the determination of "success." Put in another way, the supervisor's rating of success must have been the dominant factor in determining the employee's success in an organization. The question then arose as to just how important or dominant the supervisor's rating might be in these matters.

A traditional method has been that of assuming that the supervisor is all powerful, with full authority to determine the successful performance. This type of model discounts entirely the opinions held by the employee and the opinions held by the employee's peers. Under these circumstances, the only ratings of success considered are those of the supervisor. The theoretical basis for this approach can be traced back to the work of Max Weber on bureaucracy. In describing bureaucratic organizations (any large company would be considered one according to Weber's theory), he states:

> The positions or offices are organized into a hierarchal authority structure. In the usual case this hierarchy takes on the shape of a pyramid wherein each official is responsible for his subordinates' decisions and actions as well as his own to the supervisor above him in the pyramid and wherein EACH OFFICIAL HAS AUTHORITY OVER THE OFFICIALS UNDER HIM.[8]

Weber's model emphasizes the formal aspects of organizations. In terms of his discussion, the supervisor is the dominant figure and has the ultimate authority. In terms of the organization he used to explain his theory, the Prussian Army in the 19th Century, his model is readily verifiable. Since the utility company (organization) involved in the study is not isomorphic to the Prussian Army of the 19th Century, however, the application of Weber's model becomes questionable.

The traditional approach to analyzing organizations reached its high point in the work of Frederick Taylor and his followers. Taylor's point of view has come to be known as "the scientific management school of organizational theory." In this approach, workers are considered to be "human rational machines," machines to be manipulated by the supervisors. According to this theory, the supervisors have ultimate authority. Various defects in the theoretical aspects of the approach have lead to its general disuse and discard.*

The pioneering study which started the trend in a different direction from that of Taylorism was that of Management and the Worker, by F. J. Roethlisberger and William J. Dickson. This study is more commonly known as the "Hawthorne Study."

With the recognition of the importance of the work group to determining "successful performance" on the job, the power of supervisors has apparently been reduced. A further cause of the reduction in the power of supervisors concerning the determination of the "success" of an employee has been the rapid unionization and the relative strengths of such unions in business and industrial organizations throughout America. The supervisor's "power" has been most seriously curtailed in those organizations with extremely strong unions. In such cases, the ratings of success made by the supervisor have almost less weight in determining an employee's "success" (e.g., promotions, salary increases) than do those of his peer group (e.g., union).

In the company in which this study took place, and in terms of the type of workers being studied, i.e., secretarial employees, the factor of unionism was not considered to play a crucial role. This statement does not mean, however, that subordinates in the company have little power in terms of influencing a supervisor's decisions. For example, if a supervisor would decide to dismiss a secretary because, in his opinion, she was not successfully performing the duties of her position, while in the opinion of the peer group, and that of the secretary, she was performing "successfully," conflict would result and the collective weight of the secretary's opinion combined with that of her peers might play a significant role in deciding whether her dismissal would be effected. However, it seems that the decision of the supervisor, at least in an organization which does not have a dominant union structure, still has the greatest weight of the three classes of opinions. In this context, a procedure was developed to combine the three scores of: "supervisors," "peers," and "self" into a single rating of success.

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*Critical discussion of the Taylor school appears in James G. March and Herbert A. Simon, Organizations, pp. 12-22.

The method decided upon involved a weighting of the three separate ratings involved: The supervisor's rating was assigned a weight of 4, the peer's rating was assigned a weight of 2, and the self rating was assigned a weight of 1. Here's an example of how the weighting system was applied. Assume a secretary received the following ratings:

Supervisor	11
Peer	9
Self	12

These ratings would be weighted in the following manner:

Four times supervisor rating - 4 x 11 = 44
Two times peer rating - 2 x 9 = 18
One times self rating - 1 x 12 = 12

These weighted ratings would be summed: 44 + 18 + 12 = 74, and then this sum would be divided by 7, i.e., divided by the sum of weights, 4 + 2 + 1 = 7 to produce a weighted total success score of: 10.57. All success scores were then expanded to a base of 100 to simplify computations, to simplify reporting of percentages and to help the reader translate the findings into more usable format. The expansion factor was 5.26.

Table 6 shows the range and distribution of secretarial success scores when both the inflated and uninflated methods are used. Hereafter, all reported "success scores" are inflated scores.

TABLE 6

DISTRIBUTION OF SECRETARIAL SUCCESS SCORES IN TERMS OF "INFLATED" AND "UNINFLATED" FIGURES

Inflated	Uninflated	Secretaries	Scores	Scores	Secretaries
95.47	18.14	1	67.68	12.86	3
92.47	17.57	1	67.42	12.81	1
91.00	17.29	1	66.89	12.71	1
88.73	16.86	1	66.52	12.64	1
87.94	16.71	2	66.16	12.57	1
87.47	16.62	1	65.79	12.50	2
87.21	16.57	1	65.52	12.45	1
86.94	16.52	1	65.16	12.38	2
85.73	16.29	2	64.68	12.29	2
84.94	16.14	2	64.16	12.19	1
84.21	16.00	3	63.89	12.14	2
83.47	15.86	4	63.63	12.09	1
82.68	15.71	3	63.52	12.07	1
81.94	15.57	4	63.16	12.00	2
81.21	15.43	4	62.42	11.86	3
80.47	15.29	3	61.63	11.71	2
79.68	15.14	7	61.42	11.67	1
79.21	15.05	1	61.26	11.64	1
78.95	15.00	3	60.89	11.57	1
78.21	14.86	5	60.63	11.52	1
77.95	14.81	1	60.16	11.43	1
77.42	14.71	3	59.63	11.33	1
76.68	14.57	5	59.16	11.24	1
76.42	14.52	1	58.89	11.19	1
76.31	14.50	1	58.63	11.14	2
75.95	14.43	3	57.89	11.00	1
75.42	14.33	1	57.16	10.86	1
74.42	14.14	2	56.37	10.71	1
74.05	14.07	1	54.58	10.37	1
73.84	14.03	1	54.16	10.29	1
73.68	14.00	4	53.52	10.17	1
72.95	13.86	4	51.89	9.86	1
72.16	13.71	2	51.10	9.71	4
71.68	13.62	1	50.37	9.57	1
71.42	13.57	3	49.79	9.46	1
70.68	13.43	4	48.10	9.14	1
70.16	13.33	1	47.63	9.05	1
69.95	13.29	1	45.42	8.68	1
69.52	13.21	1	38.58	7.33	1
69.16	13.14	1	36.10	6.86	1
68.42	13.00	3			

This distribution of weights still accords the supervisor's judgment the major role in the decision, because the weight of 4 assigned to his rating is greater than the combined weights of the peers and self: i.e., 4 2 + 1 = 3. This method also yields a distribution of scores of success in terms of an interval scale of measurement.

Although this system of weights was based on certain realities of the employment situation, it is none-the-less arbitrary. For example, it would have been possible to assign relative weights of 7, 4, and 2, or any other system of weightings that would result in the supervisor's rating being accorded the dominant influence for determining secretarial success. It was generally agreed, however, that the weights which were employed adequately accomplished the goal of obtaining a single score of secretarial success which recognized the relativity of the decisions and opinions of the supervisor, peers, and self in deriving this "measurement."

Although this method of unequal weights was used throughout the study, it was not the only one explored. In the preliminary stages of the study, a number of other methods were examined. These included:

1. Using the supervisor's rating [illegible]y for an interval scale
2. Equal weighting of all three ratings to obtain an interval scale
3. Separating each rating as either "high or "low" in reference to the median point, and

then combining these ratings in the following way to get an ordinal scale of four ranks:

Rank
1. secretaries rated high by all three raters
2. secretaries rated high by two raters
3. secretaries rated high by one rater
4. those secretaries rated low by all raters.

For example, Table 7 shows the success score averages for secretaries in the different secretarial levels, and Table 8 illustrates success scores for secretaries with salaries less than $80.00, $80.00 to $100.00, and over $100.00 per week.

TABLE 7

SECRETARIAL SUCCESS SCORE AVERAGES BY LEVEL OF SECRETARIAL POSITION

Level	Scores	N
1 (High)	76.42	n=32
2	71.16	n=73
3 (Low)	67.47	n=44

TABLE 8

SECRETARIAL SUCCESS SCORE BY GROSS WEEKLY SALARY

Salary	Scores	N
$100 - $120	76.00	n=21
$80 - $100	73.00	n=65
Less than $80	67.84	n=61

Results are confirmed at the .01 level of significance. The successful secretaries held higher-level secretarial positions and earned higher weekly salaries. The results give face validity to the measurement system of successful secretarial performance used in this study.

Determination of Group Cohesiveness. The term "cohesion" has been widely used in many different ways in sociological and industrial studies. In common usage, the term encompasses such things as: group pride, group solidarity, group loyalty, team spirit, and teamwork. Cartwright and Zander[9] distinguish the three commonly-used meanings of the term as: (a) attraction to the group, including reactions to leaving it, (b) morale or the level of motivation to participate in group activities, and (c) coordination of the efforts of the members. Since these terms are conceptionally different, their meanings should be distinguished.

Cartwright and Zander suggest that the term "cohesiveness" should be reserved for the first of these meanings, i.e., the definition presented as (a). Using this definition, and an empirical approach to derive an indicator of the level of cohesiveness of a group presents many problems. In order to avoid many of these problems the following method was employed: A number value (weight) was assigned to the degree of attraction toward the group that was felt by each of its members. These ratings were then "averaged" to provide a single index of cohesiveness for the total group.

Another problem associated with the determination of a "cohesion index," is that of deciding on which scores within the group should be included in the "averaging" procedure. One method of resolving the problem is to include only work group members of a certain level. Another solution is that of including all members of the work group regardless of their position in the group. These two methods have a theoretical basis as distinguished by Amitai Etzioni.[10] He states that there are two different ways of using "cohesion":

1. Cohesiveness within a range--i.e., the cohesiveness between equal participants in the organization (e.g., the cohesiveness between secretaries alone).
2. Cohesiveness of the total group--i.e., the work group is considered to be constituted of the totality of members; in this study (secretary, supervisor, and others) and, therefore, define cohesiveness in terms of the entire work group. It should be noted that this concept encompasses more than one level of participation in the organization.

The question asked of the members of the work group to get information for determining cohesiveness was:

> "If you had a chance to do the same kind of work for the same pay in another work group, how would you feel about moving?"

The responses to this question were coded, using a 5 point Likert Scale. The scores for the participants in the work group were added together and divided by the number of members in the work group. Therefore, mean scores of cohesiveness for the work group could range from a high of 5.0--where everyone would want to remain in the work group; to a low of 1.0--where everyone wanted very much to leave the group.

In terms of the groups involved in the study, the overall scores were skewed toward the upper end of the scale. Of the 67 work groups, three had the maximum rating of 5.0, while the lowest rating of 2.3 was held by a single work group.

Rather than dichotomizing the variable of cohesiveness, it was agreed that a more meaningful analysis would result if a trichotomy were used. Therefore, in terms of cohesiveness, there are three different categories of: high, medium, and low, respectively. An attempt was made to have an equal number of work groups in each of these three cohesive levels. In this context, the following scores* were used to provide definitions of the categories: "high," "medium," and "low":

1. If a group had a mean score of 4.4 or above, it was considered high in cohesiveness.
2. If a group had a mean score less than 4.4, but equal to or greater than 4.0, it was considered to be medium in cohesiveness.
3. If a group had a mean score of less than 4.0, it was considered to be low in cohesiveness.

The distribution of the 67 work groups over these categories were as follows: 21 groups rated high in cohesiveness, 26 groups rated medium in cohesiveness, and 20 groups rated low in cohesiveness. The condition of equal number of groups falling in each category could not be realized mainly because of ties in scores.

Cohesiveness was found to be a key variable in regard to its possible effect on secretarial success. Under these circumstances, it was used as a control variable to study the possible effects of other variables which were investigated.

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*Because of the extremely small range of group cohesion scores, which result in rather small differences between the high, the medium, and the low groups, the use of this concept (cohesion) was not expected to produce sharp distinctions.

SUMMARY

The data sought by this study included material relevant to both secretarial ability and motivation regarding job performance. These data were collected from: secretaries, supervisors, and other clerical workers within a defined work group employed by a large public utility company located in the Detroit Metropolitan Area.

The selection of the sample involved a non-probability approach on the principle of adequate representation for different secretarial levels, as well as different departments within a given company. The size of the work groups employed varied from three to ten members. Personal interviews were conducted by professional interviewers with all members of the sample. Complete confidentiality of responses was assured and maintained.

The information produced by the interviews was coded by specialists into numeric representations so that electronic data processing could be utilized in the process of analyzing this information. Appropriate statistical tests were utilized to determine if "differences" between the groups of secretaries classified as "successful" and those classified as "not successful" were significant.

The degree of secretarial success was determined by means of weighted ratings produced by the secretaries themselves, supervisors, and their peers on a 19 point direct rating _subjective_ type question. The rationale for using this method was based on the meanings of "success" in business organizations.

Another key variable, "cohesion," was discussed in terms of its theoretical bases as well as the method used to determine the level of cohesion of each work group. The next chapter presents the findings of this study.

CHAPTER II

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CHAPTER III

FINDINGS

Introduction

There are ten major areas of findings from the present study. Consequently, the chapter has been divided into ten major sections. The delineation of each section is based on the type of material which it includes. Each of these sections is divided further into sub-sections. A summary of the findings for each major section is presented at the beginning of that section. For each finding the reader is directed to the specific sub-section containing a table or information pertaining to that particular set of findings. The gen major sections are:

1. Beliefs About Secretaries
2. Social Characteristics
3. Education of Secretaries
4. Occupational History
5. Secretarial Skills
6. Job Characteristics of Secretaries
7. Personality Characteristics
8. Job Satisfaction
9. Characteristics of the Work Group
10. Supervison

The reader is urged to study the data collecting instruments in Appendices B, C, and D before he reads the material in this chapter. Because of the tremendous amount of data that multiple questions instruments, such as these produce, the researcher must make continuous value judgments concerning those specific questions that upon analysis have sufficient relevance to be included in the final report. Furthermore, he must also utilize "hunches" on comparing data within a given instrument, and between instruments.

The "age of the Computer" has furnished the researcher with a Frankenstein. A monster that can literally bury him in paper. It is impossible, therefore, to include all possible answers and all possible interrelationships. An effort has been made to include reference to those data which in the opinion of the research team were the most pertinent to this pilot study.

Section 1

Beliefs About Secretaries

Many studies that have been conducted regarding various aspects of secretarial positions, have followed designs (and produced findings) mainly based upon what people *believe* must be involved in successful performance of duties by a secretary. It should be noted that what people *believe* to be successful secretarial performance may, or may not, correspond to reality. Although these points of view are respectable and important, the present study was designed to collect and analyze data based upon both subjective and objective ratings of secretarial success by members (including the secretary) comprising what is called: "a work group." Findings from the analyses of the subjective data in this section show that most people *believe* that:

1. the major component of the secretarial role is: "to please and assist her boss." (See sub-section a.)
2. the secretarial role includes assuming responsibility. (See sub-section a.)
3. there are differences between the secretarial and stenographic roles.
    a. stenographers have less responsibility
    b. stenographers are expected to use specific skills more often. (See sub-section b.)
4. a secretary is successful if she gets the job done. (See sub-section c.)
5. a secretary must possess high levels of secretarial skills in order to be effective, although she may not use them with great frequency. The specific

skills mentioned are typing and shorthand. (See sub-section d.)

6. a secretary must have a pleasing personality. (See sub-section d.)
7. a secretary must show interest in her work. This was the most important item of four choices regarding importance for secretarial success. (See sub-section e.)

A more detailed explanation of the *beliefs* of the respondents concerning: (a) secretarial role, and (b) secretarial success follows.

a. Secretarial Role. Each respondent was asked to describe or define: "the role of a secretary." All types of respondents (secretaries, supervisors, and "other clerical workers") thought that the major part of the secretarial role was that of: "helping the boss." This thought was expressed in various ways. Two examples are:

1. "The secretary saves her boss as many details as possible. She acts as his right hand man. Different men expect different things, but primarily the secretary eases the boss's burden."
2. "A secretary takes care of her boss. She makes his job as easy as possible for him. She takes care of small things to keep her boss's day as smooth as possible and to give him time for important work."

These same sentiments were expressed by the majority of supervisors. One supervisor, talking about her secretary said:

> "A secretary acts as a right hand. She takes care of things when I am out of the office, either herself or by giving directions to others."

A clerical worker expressed it in this manner:

> "To do what is expected of you. To think of your job first."

Pleasing and helping the boss was mentioned by 92% of the secretaries, by 82% of the supervisors, and by 69% of "other clerical" workers. Besides helping the boss, the two most commonly mentioned items were:

1. The secretary assumes responsibility.
2. She gets the work done.

Table 9 shows the items each respondent indicated were part of the secretarial role. The distribution in this table suggests that: "pleasing the boss" is a vital aspect of the secretarial role. By "pleasing the boss" a secretary assumes responsibility and gets the job done. To get the job done, she must have the necessary secretarial skills.

TABLE 9

WHAT IS THE ROLE OF A SECRETARY?

	Respondent			
Component of Role	Total	Supervisor	Secretary	Other
	n=326	n=132	n=149	n=45
Please Boss	84.4%	81.8%	91.3%	68.9%
Assume Responsibility	38.7	37.9	45.0	20.0
Get Work Done	38.6	37.9	37.6	44.4
Mention of Skill	35.6	41.7	30.9	33.3
Personality	25.5	22.0	27.5	28.9
Mention of Specific Task	18.7	30.3	8.7	17.8
Other	4.0	1.5	7.4	

b. Stenographic Role. Each of the respondents was asked to indicate whether he felt there was a difference between the role of secretaries and stenographers.* In all cases, supervisors, secretaries, and other clerical workers felt that there was indeed a difference between the roles played by secretaries and those perfomed by stenographers. The two most common differences between these roles were all respondents felt that the stenographer's role placed much more emphasis on specific skills (shorthand and typing) than did that of the secretarial role. The second factor was that secretaries needed to assume more responsibility than stenographers. These differences were summarized well by one supervisor who said:

> "I would say the role of a stenographer is more 'machinile.' Most of her day would be spent at a typewriter, filing cabinet and taking shorthand. Less time is involved in the personal matters of the office. A secretary has a higher level of office responsibilities.

These same feelings were stated by one secretary who said that:

> "A stenographer just does routine work that is given to her. She has to have high levels of skills in typing and shorthand."

Another clerical worker also said:

> "She (stenographer) is only there to do shorthand and typing. When necessary she is an addition to the secretary. A secretary is No. 2 in an organization, right next to the boss."

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*Question 10--Secretaries Instrument

Overall then, most people see differences between the roles of secretaries and those of stenographers. These differences are due to the degree of responsibility vested in the position, as well as more emphasis being placed upon skills for successful performance of the stenographic role. While secretaries must possess high levels of skills, i.e., shorthand and typing, stenographers must possess even higher levels of these same skills!

c. Reasons for Secretarial Success. In addition to asking each respondent to rate secretaries on the 19 point scale, each respondent was asked to indicate the basis upon which he or she had rated a particular secretary as "successful" or "unsuccessful."*

The five most commonly given reasons were:

1. She gets the job done.
2. Mention of skills.
3. Mention of personality, i.e., interpersonal skills.
4. Knowledge of the job.
5. She tries hard.

Table 10 shows the percent of secretaries, supervisors and other clerical workers who mentioned these five reasons. The major differences in terms of "reasons" between these three groups of individuals is that of: "trying hard." While 32% of the secretaries felt this was a factor for secretarial success, only 9% of the other clerical workers, and 14% of the supervisors felt this was so.

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*Refer to page 10, Chapter I, for definitions.

For those concerned with pre-service or in-service training of secretaries perhaps the most important point shown in Table 10 is that a significantly lower number of supervisors indicate that "personality" is a reason for rating secretaries as successful. Only 22% of the supervisors mentioned this fact, while 34% of the secretaries did.

In terms of the relative rankings, the most important reason mentioned is: "gets the job done." There seems to be a realization that secretarial skills and interpersonal relationships are important, but the main reason for secretarial success is whether she gets the job done.

TABLE 10

REASONS FOR RATING A SECRETARY SUCCESSFUL OR NOT SUCCESSFUL

	Respondent			
Reason	Total	Supervisor	Secretary	Other
	n=326	n=132	n=149	n=45
Gets Job Done	45.2%	40.6%	50.3%	42.2%
Mention of Skills	30.6	34.6	33.6	8.9
Personality	29.0	21.8	33.6	35.6
Knowledge of Job	22.9	21.0	24.8	22.2
Tries Hard	21.4	13.5	32.2	8.9

d. Skills, Knowledges, and Personal Qualities. Each respondent was asked to indicate what skills, knowledges, and personal qualities secretaries needed to be able to function effectively.* Two approaches to analyzing the data were used. The first technique was to consider the first item listed on the instrument by the respondent. It was believed that since this was the interviewee's first response, it was felt to be the most important to him.

The second level of analysis involved the use of all items elicited from the interviewee.

In terms of the first response item, the overwhelming belief is that one must possess high levels of secretarial skills, i.e., shorthand and typing. An interesting point, however, is that while this response was mentioned 71% of the time, overall percentages vary in terms of the position of the respondent. Eighty-four percent of the other clerical workers felt that skills were very important; 72% of the secretaries felt this way, and 66% of the supervisors felt this way. This shows that supervisors place less emphasis on skills than do the clerical workers themselves.

In terms of all the responses, typing was mentioned 89% of the time as a skill that secretaries must possess. Personality skills were mentioned 79% of the time. An interesting point is that while personality skills are mentioned 79% of the time as a necessary factor for secretarial effectiveness, they were mentioned only 29% of the time as reasons for rating a secretary successful. This large discrepancy might be due to the fact that most people possess the necessary personality skills, and, therefore, this factor is not mentioned when rating specific individuals. A second possibility for this discrepancy is in the different wording of the questions which may produce different responses. Table 11 shows the responses to this question.

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*See Question 11--Secretaries Instrument

TABLE 11

RESPONSES TO THE QUESTION: WHAT SKILLS, KNOWLEDGES, AND PERSONAL QUALITIES MUST A SECRETARIAL EMPLOYEE POSSESS IN ORDER TO FUNCTION EFFECTIVELY IN MOST OFFICES?

	Respondent			
Response	Total	Supervisor	Secretary	Other
	n=326	n=132	n=149	n=45
Typing	89.0%	87.9%	88.6%	93.3%
Personality	78.5	84.1	77.2	66.7
Shorthand	73.3	67.4	74.5	86.7
Knowledge of Company and Job	44.5	46.2	45.6	35.6
Educational Experience	26.7	29.6	24.2	26.7
Responsible	21.2	25.0	18.8	17.7
Dependable	15.6	16.7	18.1	4.4
Work Experience	9.5	16.7	5.5	2.2
Other	9.5	.8	18.1	6.7

e. What Contributes Most to Secretarial Success? Respondents were asked to indicate those items they thought were most important for secretarial success. The results show the same pattern for all the respondents, i.e., secretaries, supervisors, and other clerical workers for the first two items. The item selected most frequently was that of: "the amount of interest a secretary has in her job." Table 12 shows the response pattern of the group. Note how little emphasis the supervisor places on "past work experience!"

The reader is reminded that the findings in this section are based upon "subjective feelings." Some of the feelings expressed by the respondents especially supervisors are not as positively oriented toward the qualitative factors enumerated in Chapter I.

TABLE 12

RESPONSES TO THE QUESTION: OF THE FOLLOWING ITEMS, WHICH DO YOU FEEL CONTRIBUTES MOST TO SECRETARIAL SUCCESS?

Response	Respondent			
	Total	Supervisor	Secretary	Other
	n=326	n=132	n=149	n=45
Interest in Work	43.3%	43.2%	43.6%	42.2%
Education and Vocational Training	34.4	34.1	34.2	35.6
Past Work Experience	8.9	1.5	13.4	15.6
Supervision Received	7.4	12.1	3.4	6.7
Don't Know	.7		.7	

Section 2

Social Characteristics

Every individual possesses certain attributes which are indicative of the types of role they occupy in society. Some of these attributes are collectively called social characteristics. These social characteristics consist of such items as marital status, age, ethnic background, social class, sex, and color.

It is generally agreed that the role one occupies frequently indicates the type of behavior expected and/or exhibited by that individual. For example, the social characteristic, sex, indicates whether one is to play a male or a female role in society. One of the expected behaviors associated with, say, the male role is that of dominantee, while a feature of the female role might be that of dependence. In still another vein, a twenty year old person is expected to behave and will act differently than a fifty year old individual.

Social roles do not exist in isolation. Each role that one occupies affects other roles he might play. The behavior in a given role is affected by the behavior expected of the person in other roles he plays. To illustrate this point, male secretaries are expected to function somewhat differently than female secretaries merely on the basis of their sex roles. Under these circumstances, social characteristics affect roles people play. As a result, they also have an effect on secretarial performance. Charters and Whitley point out that one secretary was rated poorly by her supervisor because she "flirted with gentlemen callers." Although this secretary was a single woman, her behavior was not acceptable in her role as a secretary. This is but one example of how social characteristics, i.e., sex, and marital status, might possibly affect secretarial success.

Information on a number of social characteristics were collected for both secretaries and supervisors. The analyses of these characteristics were conducted in terms of those possessed by each group as well as the interrelationship between the characteristics held by both groups. The key findings from this section of the interview schedule are:

1. In terms of "success" ratings, married secretaries as a group were found to be significantly more successful than single secretaries as a group. (See sub-section a.)

2. The age of the secretary affected the relationship between marital status and the success rating. For secretaries under the age of 30, there was little difference between group mean success scores for married and single secretaries.

   For secretaries in the age grouping of 30-39 years old, a difference in mean success scores between married and single groups did appear.

   For secretaries in the age category of 40 years old and older, the difference between group means was such that the single secretaries group was found to be much less successful than married secretaries group. (See sub-section a.)

3. For the group of married secretaries, the factor of having or not having children had no significant effect on the secretarial success rating scores. (See sub-section a.)

4. Secretarial success ratings do not increase linearly with the factor of "age of the secretary." (See sub-section b.)

5. The group of secretaries receiving the highest success rating was the one whose members were between 30-39 years of age.

   The second most successful group was the one whose members were between 20-29 years old.

   Secretaries 40 and over as a group, were less successful than these groups, with the group of less than 20 years olds being the least successful. (See sub-section b.)

6. The lack of secretarial success as revealed by the ratings of older secretaries, is partially explained by the level of the secretarial position they occupy. (See sub-section b.)

7. There is a negative relationship between the factors of "age" and "secretarial success" for the highest level. (See sub-section b.)

8. The lesser success of the group of older secretaries, those 40 and over, is not explained by their educational level. (See sub-section b.)

9. The ethnic background of secretaries was not a significant factor in the rating of secretarial success. (See sub-section c.)

10. The social class of secretaries was not a significant factor in the rating of secretarial performance. (See sub-section d.)

11. The factor of "race" could not be analyzed because of the relatively small number of non-white secretaries involved in the sample. (See sub-section f.)

12. The factor of social characteristics of supervisors had no significant effect on the ratings of secretarial performance. (See sub-section g.)

13. The relationship between the factors of social characteristics of secretaries and those of supervisors had no significant effect on the ratings of secretarial success with the exception of "age." (See sub-section g.)

14. There were no significant differences between the mean success scores for the respective groups of secretaries whose supervisors were male, as compared to those who had famale supervisors. (See subsection g.)

These fourteen points are discussed in greater detail in the sections that follow:

a. Marital Status of Secretaries. Of the 149 secretaries in this study, 60% (90) were single. The other 59 were, or had been married: 48 were currently married, 1 was separated, and 10 were divorced. In the analysis of marital status, these 59 secretaries were treated as a single group.

The hypothesis concerning marital status was: Married secretaries as a group would receive higher ratings of success than would the group of single secretaries. The findings confirmed this hypothesis. The group of secretaries who had been married had an average success score of 73.16. The group of secretaries who were single had an average success score of 69.96. A t-test for significant difference between unrelated group means was employed, and the null hypothesis was rejected (and the statistical alternative hypothesis was accepted) at the .05 level.

It was also hypothesized that: The factor of "marital status" would be partially mediated by the factor of "age" of the secretary. This hypothesis was found to be true. For the group of secretaries under the age of 30, there was only a slight difference in group mean success scores for married and single secretaries. For the group of secretaries 30 and over, however, such differences were significant.

Table 13 shows the distribution of secretarial success scores by age and marital status. It is readily observable that the group of older single persons is the one receiving the lower ratings of success.

TABLE 13

DISTRIBUTION OF SECRETARIAL SUCCESS SCORES ACCORDING TO THE FACTORS OF AGE AND MARITAL STATUS*

	Marital Status		
Age	Single	Married	Total
18 - 29	72.52 n=66	71.10 n=32	70.63 n=98
30 - 39	73.05 n=13	77.21 n=18	75.47 n=31
40 and over	63.31 n=11	72.26 n=9	67.31 n=20
TOTAL	69.95 n=90	73.16 n=59	71.21 n=149

*The entries in the table are read in the following manner: In the row labeled, "TOTAL:" 90 secretaries were single and as a group had an average success score of 69.95. In the first column labeled "Single:" of the 90, 66 secretaries were under 29 years of age, and this group of 66 had an average success score of 72.52. Other entries in the table are read in the same fashion.

b. Age of Secretaries. It was hypothesized that: There will be a direct relationship between the factor of "age" and "secretarial success," with the group of older secretaries being relatively more successful than the other groups.

This hypothesis was found to be unsupported by the data. The correlation between "success scores" and "age" was .0277. The magnitude of this coefficient was found to be "not significantly different from 0." Under these circumstances, the hypothesis that there was a simple linear relationship between the factors of "age" and "success" could not be supported.

As indicated in Chapter II, secretaries were divided into four groups on the basis of their success scores. The distribution was partitioned into quartiles, with the first quartile being those secretaries lowest in success. When the average age of the groups of secretaries associated with the four quartiles was compiled, there was no significant difference between these group means. These group means were compared by the technique known as: "the one-way analysis of variance." Table 14 shows the average age for each of the four secretarial "success" groups.

TABLE 14

QUARTILE DISTRIBUTION OF AVERAGE AGE
AND SECRETARIAL SUCCESS

Quartile	Average Age (in years)	Number of Secretaries
4 (H)	30.41	34
3	25.51	39
2	29.23	39
1 (L)	27.31	36
TOTAL	28.05	148

The secretaries were also categorized in four groups on the basis of their age. Table 15 shows the average success scores for each of these four age groups.

TABLE 15

AVERAGE SUCCESS SCORES ACCORDING TO AGE GROUPS

Age	Average Scores	n
Under 20	65.31	23
20-29	72.42	74
30-39	75.47	31
40 and over	67.31	20
TOTAL	71.26	148

The following items are of interest in this table: (1) the youngest secretaries as a group received the lowest ratings; (2) the group of oldest secretaries (age 40 and over) had an average success score only slightly higher than the youngest secretaries group; but significantly lower than the mean score of the group of secretaries between 20 and 39. The most successful group of secretaries (as indicated by mean scores) was the group whose members were between the ages of 30 and 39.

The question was raised as to why the secretarial group of 40 and over, would have a lower mean success score than that of all other groups except for the one composed of persons under the age of 20. One of the answers considered to be feasible was that secretaries (of age 40 and over) having gone to school in a prior era, when educational patterns were different, might have received less secretarial education than those persons comprising the younger groups.

Table 16 shows, however, that the relationship between age, education, and success scores, did not explain why the older secretaries included in the "older group" might receive lower success ratings.

TABLE 16

SUCCESS SCORE AVERAGES ACCORDING TO THE FACTORS OF: EDUCATION AND AGE

	Education			
Age	Less Than High School	High School Graduate	More Than High School	Total
19		64.58 n=22	80.47 n=1	65.31 n=23
20=29		73.10 n=63	68.47 n=11	72.42 n=74
30-39	71.58 n=2	73.00 n=21	82.89 n=8	75.47 n=31
40-68	51.95 n=3	70.84 n=14	66.47 n=3	67.31 n=20
TOTAL	59.79 n=5	71.26 n=120	73.73 n=23	71.26 n=148

According to the entries in this table, of the 20 secretaries in the classification of: "40 and over," three have received less than a high school education and these three secretaries, as a group, show the lowest success score average of 51.95. However, an equal number of "older secretaries" (13) with more than a high school education, showed an average "success score" of 66.47, a relatively low value. On the basis of these findings, it was decided that the relationship between education and age did not explain adequately why the group called "older secretaries" (40 and over) receive, on the average, lower success ratings.

Table 17 shows average success scores according to the factors of secretarial job level and age group. It should be noted that levels of secretarial position were combined for presentation in this table.

TABLE 17

SUCCESS SCORE AVERAGES ACCORDING TO THE FACTORS OF: SECRETARIAL JOB LEVEL AND AGE

	Secretarial Job Level			
Age	1	2	3	Total
19		64.26 n=8	65.84 n=15	65.31 n=23
20-29	78.37 n=17	71.58 n=39	68.47 n=18	72.42 n=74
30-39	78.95 n=9	76.16 n=15	69.52 n=7	75.47 n=31
40-68	67.10 n=6	68.31 n=10	65.16 n=4	67.31 n=20
TOTAL	76.42 n=32	71.26 n=72	67.47 n=44	71.26 n=148

In reading the entries of this table it is interesting to note that secretaries in the age group 20-29 and 30-39, in secretarial Job Level (1) (the highest) show the highest average success scores of all the groups. It is also interesting to note that this condition does not hold true for the group of secretaries 40 and over in Job Level 1. These findings lend credence to the hypothesis that: Older secretaries are less successful in high-level positions because they were hired when requirements were lower.

Another dimension of interest to the study was whether there might be a linear relationship between the factors of success and age, when the variable of the secretarial position level was held constant. In this context, correlation coefficients between age and success ratings were computed for each of the different levels of secretarial positions. The values of these correlation coefficients are shown in Table 18.

TABLE 18

CORRELATION COEFFICIENTS BETWEEN AGE AND SUCCESS SCORE BY JOB LEVEL OF SECRETARIAL POSITION

Job Level	Coefficient	n
1 (High)	-.4396	32
2	.0436	44
3	.0673	73
TOTAL	.0277	149

While the correlation coefficients for age and success score are not significantly different from .0 for the low and the medium levels of secretarial positions, in the highest secretarial job level a significant relationship did appear. The correlation coefficient of -.4396 for secretaries in high-level positions is a significant relationship. The fact that this is a negative relationship, i.e., between age and secretarial success, for these high-level secretaries, also leads to the probability conclusion that length of time and seniority gained by older secretaries can also partially explain the "lack of success" for these older women.

c. Ethnic Background. It is generally agreed that the type of home in which one is reared has an effect on many areas of the individual's life-space. One possible factor which significantly affects the type of home life an individual might witness depends on whether their parents had been born in a foreign country. In such homes, the customs and manners might be considered different from those families in which the parents were native citizens of America. Therefore, each secretary was asked whether one or both of her parents had been born outside the United States. Since there was uncertainty about this factor, and which type of group would be more successful, a two-tailed test of the hypothesis was utilized. One-third of the total number of secretaries had one or both parents born outside of the United States. Analysis of these data showed that the null hypothesis of no significant difference between those who had parents born in the United States and those who had foreign born parents could not be rejected. This situation meant that the possibility of the effect of ethnic background as a factor affecting secretarial success could not be accepted.

d. Social Class. In past studies, social class has been found to be an important indicator of many characteristics. There is a great amount of literature devoted to the study of differences caused by social class.* In the present study a simple indicator of social class was used. Each secretary was asked to indicate the last full-time position held by her father. Then the fathers' occupations were classified as either "white collar" or "blue collar" occupations, on the basis of classifications found in the Dictionary of Occupational Titles. There were 142 secretaries who responded to this question, 28 of these cases were classified as coming from "white collar" backgrounds. A statistical analysis of these data showed that the null hypothesis could not be rejected, and therefore its corresponding alternative hypothesis (there was a significant difference in secretarial success due to the factor of social class) could not be accepted.

The full-time occupation of the husbands of married secretaries were considered as a possible factor which might have an effect on "successful" performance. The two "social classes," i.e., "white collar" and "blue collar," were also used to indicate the husband's occupation. An analysis to determine if a difference existed showed that the null hypothesis could not be rejected at the .05 level. It is interesting to note, however, that the group of secretaries who had husbands engaged in "white collar" jobs had a success score average of 75.26, while the group whose husbands were "blue collar" workers had an average of 71.42. Despite an intuitive sense of difference between these two values, the "null" could not be rejected.

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*Class in American Society, Leonard Reissman, is a text devoted entirely to a study of the determination of and the effects of class in the United States. Numerous studies regarding the effects of social class are cited in this work.

e. Sex of Secretaries. Because the entire sample of 149 secretaries was female, the differences in success ratings for male and female groups of secretaries could not be tested.

f. White vs. Non-White Groups of Secretaries. The effect of color (white vs. non-white) as a factor in job success could not be investigated because of the small number of non-white secretaries in the total sample. (Only 7 percent of the sample was non-white.) This fact prevented a detailed analysis of the factor.

g. Social Characteristics of Supervisors. Noting that social characteristics of secretaries were found to have a major effect on their adaptation to the secretarial role, the question was posed: "Do the social characteristics of supervisors (indicating roles they play) have an effect on secretarial effectiveness?" For example, would married supervisors act differently than single supervisors and, therefore, affect their ratings of secretarial success. In terms of marital status, only five of the supervisors who participated in the study were single. The null hypothesis to the effect there would be no difference between the mean success scores for the groups of secretaries working for the five single supervisors as opposed to those working for married supervisors, could not be rejected. In similar fashion, the appropriate null hypothesis concerning differences in mean scores for the groups of secretaries working for supervisors who had, or did not have, children could not be rejected.

The age of supervisors was also examined as a possible factor affecting the success ratings of secretaries. The null hypothesis could not be rejected, however, in any of the cases submitted to test.

Sixteen of the supervisors were female, and the remainder were male. The null hypothesis that: there was no difference between the mean success scores for the groups of secretaries whose supervisors were male as opposed to those who were female, could not be rejected. Therefore, the alternative hypothesis (there was a difference) could not be accepted.

Since only three of the 132 supervisors were non-white, a statistically reliable analysis of this factor could not be conducted.

h. Relationship Between Supervisors and Secretaries Social Characteristics. One of the main questions of the study dealt with whether certain types of secretaries probably work better with certain types of supervisors. An analysis was conducted in terms of the social characteristics of both these groups to find an "answer" to this question. For example, would there be differences in the mean success ratings for the group of married, or the group of single secretaries, in terms of whether their supervisor was single or married. An analysis of these factors showed that the null hypothesis of no differences in group mean scores based upon marital status could not be rejected, and therefore the alternative hypothesis (there is a difference) could not be accepted. The same condition prevailed for the factors of secretaries with or without children and supervisors with or without children.

The entries in Table 19 are the mean success scores for the various age groupings of secretaries, as provided by supervisors in a particular age bracket.

In terms of finding differences between group mean success scores based upon the factors of supervisors and secretaries' age, the null hypothesis was rejected, and the alternative hypothesis (the difference is significant) was accepted. For those supervisors under 40, this table shows that the more successful secretaries are the younger secretaries.

TABLE 19

GROUP MEAN SECRETARIAL SUCCESS SCORES ACCORDING TO THE FACTORS OF THE AGE OF THE SUPERVISOR AND THE AGE OF THE SECRETARY

Secretary	Supervisor			
	30-39	40-49	50-59	60 and Over
Under 30	72.05	70.73	73.16	62.37
30-39	68.89	76.52	73.95	81.58
40 and Over	60.05	71.73	62.68	68.68

Since there were few non-whites among both supervisors and secretaries, the factor of color of the supervisor and that of the secretary could not be reliably examined.

Section 3

Education of Secretaries

The length and type of one's educational experience was expected to have a major effect on secretarial performance. In the light of this fact, a detailed examination of the educational experiences of the secretaries in the study sample was conducted. The analyses of the data concerning both the general education and the business education background of the secretary produced the following key findings:

1. There was a significant difference between the group mean success scores of those groupings of secretaries with "more education" and those groupings with "less education." Therefore, those secretaries with more education were the most successful. (See sub-section a).

2. The group of secretaries who come from "white collar" families but had only a high school education, showed a higher mean success score than one group with more education from this same social class. This finding was in contrast to the pattern exhibited by the groups of secretaries from "blue collar" families. (See sub-section a).

3. Secretaries with less than a high school education were found to be more successful in lower level secretarial classifications than in higher level classifications. (See sub-section a).

4. The group of secretaries that majored in a high school business curriculum was found to be significantly more successful than the group that did not. (See sub-section b).

5. The hypothesis that: Significant differences existed between the group mean success scores of "successful" and "less successful" secretaries in terms of the number of semesters of business courses taken in high school could not be supported. (See sub-section b).

6. The number of semesters of typing taken in high school was found to not significantly affect secretarial performance. (See sub-section b)

7. The number of semesters of shorthand taken in high school was found to be a significant factor in the ratings of secretarial success (but in an unexpected manner). The group of secretaries who had no shorthand showed the lowest group mean score in success, but the group of secretaries with the next lowest group mean success score was composed of persons with more than two years (4 semesters) of high school shorthand. (see Sub-section b).

8. Secretaries who had taken co-op in high school were found to be significantly more successful than those who did not. (See sub-section b).

9. The hypothesis that: Other business courses taken in high school would significantly affect secretarial performance, could not be supported. (See sub-section b).

10. The hypothesis that: Grades in high school as subjectively reported would have a significant affect on secretarial success could not be supported. (See sub-section c).

11. Significant differences were observed between mean scores in secretarial success for groups of secretaries who had taken post-high school education at different types of institutions.

    The group of secretaries who had attended private business schools was least successful of all those that had taken post-high school work. (See sub-section d).

12. Grades in post-high school educational programs were not significant factors of secretarial success. (See sub-section d).

A more detailed discussion of these findings is presented below.

a. Years of School Completed. It was hypothesized that the more schooling one had the more successful one would be in the secretarial role. At least two possible reasons were suggested for this hypothesis: (1) the value of education in and of itself, and (2) it might reasonably be expected that persons with higher mental ability would have a higher educational level.

In general, it was found that groups of secretaries with higher education had higher success score averages. Of the 149 secretaries included in the study, 5 had less than a high school education, 120 were high school graduates, and 23 had more than a high school education. For those secretaries with less than a high school education, the average success score was 59.79. For those secretaries who were high school graduates, the average success score was 71.26. For those secretaries with more than a high school education, the success score average was 73.73. The differences between these respective group means were found to be significant at the .05 level* in the expected direction of higher education indicating higher secretarial success.

In regard to the factor of intelligence of secretaries with different numbers of school years completed, the following descriptive statistics were found: (1) for secretaries with less than a high school degree, the average Wonderlic Intelligence Test score was 19.00; (2) for high school graduates, 25.67, and (3) for those with more than a high school education, 26.77. The differences between these group means resulting from educational background showed that they were functions of intelligence and other factors associated with schooling. These differences are statistically significant.

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*a one-way analysis of variance test

A hypothesis of significant differences between group mean success scores according to the factor of the number of years of school completed (when other variables were also introduced) was also submitted to test.

An interesting result was found in regard to mean secretarial success scores compiled by both social class (as indicated by father's occupation) and number of years of school completed. The majority of the secretaries in the sample (114) had fathers who were engaged in "blue collar" occupations. For this group of secretaries, the greater the number of years of school completed, the higher the secretarial group success score average.

For those groups of secretaries who came from a "white collar" family, higher average success scores were compiled by those groups of secretaries who had only a high school education rather than those groups with members that had additional schooling beyond high school. This finding, in a sense, was a paradox. Why should those secretarial groups of higher social class and higher education be less successful? One possible reason advanced was that these individuals felt that a secretarial job was beneath their educational ability and, therefore, did not perform adequately because of lack of motivation.

Considering the individual's level of education and the level of secretarial position, an interesting fact regarding the average secretarial success scores is noticeable. Table 20 shows that for the group of individuals with less than a high school education, the lower the job position in terms of level, the more successfully its members tended to function within it (note mean of 67.95). This situation is opposite to that of the pattern shown for those groups of secretaries who have completed high school. In these cases, the highest level positions are associated with higher average success scores (e.g., 77.00 and 84.21).

TABLE 20

SUCCESS SCORES ACCORDING TO LEVEL OF EDUCATION AND LEVEL OF POSITION

Level of Education	Position			
	High	Medium	Low	Total
Less Than High School	36.10 n=1	59.16 n=1	67.95 n=3	59.79 n=5
High School Graduate	77.00 n=28	71.10 n=56	67.05 n=36	71.26 n=120
More Than High School	84.21 n=3	72.79 n=15	70.26 n=5	73.73 n=23
TOTAL	76.42 n=32	71.26 n=72	67.47 n=44	71.26 n=148

b. Business Education in High School. Of the secretaries in the sample, 102 had majored in secretarial or business curriculum in high school. This group had an average success score rating of 72.73. The group of individuals who did not major in secretarial or business courses in high school had a success score average of 69.05. The difference between these two group means was found to be significant at the .05 level. On the basis of this finding, it was concluded the groups of individuals who majored in the business curriculum in high school were more successful than the group that did not. Based upon this finding, it was felt that it was important to investigate those aspects of the business curriculum that might have caused these differences.

Obviously, the type of courses and the number of courses taken by business students would be different from those taken by non-business students. Specifically, it might be felt that the business majors had taken business courses which would prepare them to function well in the secretarial role. These courses would tend to influence one's ability to do the work in that some of these courses could be considered skill-building courses (e.g., typing and shorthand). The number of semesters of business courses taken in high school and the success score averages were examined to determine if a pattern, or relationship between them existed. No such pattern was found.

When secretaries were divided into five groups (four of which had taken 1 or more business courses) on the basis of their success scores, the lowest success group had taken an average of 12 semesters of business courses, the medium low group 6, medium high more than 14, and the highest group 9 semesters of business courses. The differences that appear are neither significant nor in any expected direction.

TABLE 21

MEAN SECRETARIAL SUCCESS SCORES BY TOTAL NUMBER OF SEMESTERS OF BUSINESS COURSES TAKEN IN HIGH SCHOOL

Semesters	Mean Scores	n
None	67.10	5
1-7	70.95	33
8-10	73.52	40
11-14	70.52	14
More than 14	72.47	28
TOTAL	70.91	120

Therefore, we could not find that the number of semesters of business courses taken in high school played any significant effect in determining secretarial success.

Since the gross dimension of "number of semesters of business courses taken" did not yield information that would allow for points of significant differentiation between the groups, an analysis of the particular kinds of business courses taken was conducted. In order to determine if "kinds of courses" might have a significant effect on "successful" secretarial performance, the number of semesters of particular kinds of "business" subjects was analyzed. Table 22 shows the groupings of the number of semesters of typing taken by the secretaries comprising the sample, and the average success score for each of these groups.

TABLE 22

GROUPED DATA OF THE NUMBER OF SEMESTERS OF TYPING TAKEN IN HIGH SCHOOL AND MEAN SUCCESS SCORES FOR THE GROUPS

Semesters	Mean Scores	n
0-3	72.37	31
4	71.89	82
5-8	70.16	29
TOTAL	71.26	148

Inspection of the data shows that the average success score and the groupings of "semesters of typing taken" is in reverse, i.e., the greater the number of "semesters of typing" the lower the mean success score for the group. It should be noted, however, that the hypothesis that the differences between the mean success scores would be significant was not supported. Therefore, it could not be concluded that the number of semesters of typing taken in high school had a significant effect on "successful" secretarial performance. This finding takes on added significance in the context that it is a contradiction of the assumption (and expectation) that the more semesters of typing taken in high school by a person preparing for secretarial work, the greater the probability will be that she will witness on-the-job success.

Another phase of this analysis dealt with the possible influence the dimension of the number of semesters of shorthand taken while in high school might have on "secretarial success." Table 23 shows the distribution of average success scores according to groupings of the number of semesters of shorthand taken during high school.

TABLE 23

MEAN SUCCESS SCORES ACCORDING TO GROUPINGS OF THE NUMBER OF SEMESTERS OF SHORTHAND TAKEN IN HIGH SCHOOL

Semesters	Mean Score	n
None	66.42	25
1-2	75.95	34
3-4	70.95	84
5-8	68.84	5
TOTAL	71.26	148

The differences between the mean success scores of these groupings were found to be significant at the .05 level. Closer inspection of these differences reveals that the group of individuals who had not taken shorthand in high school had the lowest average success score, but contrary to the belief that the more shorthand taken in high school the higher the probability of secretarial "success," the group of secretaries with a year of shorthand had a higher group mean success score than the group with more than a year of shorthand. This finding could be interpreted that more than one year of shorthand taken in high school does not assure an advantage in gaining high ratings of success in secretarial work.

In order to determine if the factors of number of semesters of shorthand taken, and intelligence were related, group mean scores on the Wonderlic Intelligence Test were compared for those groups of secretaries that had taken certain numbers of semesters of shorthand in high school. The hypothesis that the difference between the average intelligence scores would be significant could not be supported. Table 24 shows the average Wonderlic scores for secretaries grouped according to the number of semesters of shorthand taken in high school.

TABLE 24

WONDERLIC INTELLIGENCE GROUP MEAN SCORES AND THE NUMBER OF SEMESTERS OF SHORTHAND TAKEN IN HIGH SCHOOL

Semesters	Mean Score	n
None	26.05	21
1-2	24.43	28
3-4	26.09	77
5-8	25.50	2
TOTAL	25.71	128

Based upon the analyses of the data shown in Table 24, it was concluded that any differences in group mean success scores for secretaries based upon the factor of the number of semesters of shorthand taken in high school could not be explained by the average intelligence scores (as measured by the Wonderlic) of the secretarial groupings involved.

Similar analyses were conducted involving the number of semesters of other business courses taken in high school. Hypotheses of significant differences between group mean success scores accruing to the following types of classes: (1) office machines, (2) office practice, (3) secretarial practice, and (4) bookkeeping-accounting were not supported by the data. Each of the distributions, and its analysis included those groups of individuals who had never taken such a course, as well as those groups who had taken numbers of semesters of these types of courses.

It is interesting to note that an analysis of the data for the "co-op" course (not shown as one of the four above) approached statistical significance at the .05 level. Of the total number of secretaries in the sample, 130 had never taken co-op in high school. The average success score for this group was 70.58. Of the 149 secretaries, a group of 19 had co-op experience in high school. The success score average for this group of 19 secretaries was 75.68. The difference between the average success scores (i.e., 70.58 and 75.68) for these two groups of secretaries was found to be significant at the .05 level in a one-tailed t-test. The one-tailed test was used in consideration of the expectation that the group which had co-op experience should be more successful in a secretarial role than the one that had not had this background. In light of this finding, it was concluded that there was some evidence that co-op work experience might have an effect on "successful" secretarial performance.

c. Grades in High School. In order to determine if grades in high school might be an indicator of secretarial success, each secretary was asked to rate herself as being average or above average in terms of her grades in high school. While the group of persons who rated themselves above average in grades had a slightly higher mean success score than the group who rated themselves as having average grades, the hypothesis that there would be a significant difference between the "success" scores of these groups could not be supported. Although the approach of determining grades in high school as a significant factor of "success" being based upon self-judgment (i.e., average, or above average) of grades is highly estimative, it did provide a general sense, or pattern, related to this variable.

d. Education After High School. Another factor of interest to the study group was that of the effect of "type of schooling taken after high school" on secretarial "success." The analyses of the data associated with this factor (and "success") showed that there were indeed different consequences for secretarial "success" rating resulting from the different type of schools the secretaries had attended after high school.

Average success scores for the groups of secretaries who had attended four different types of schools are shown in Table 25.

TABLE 25

MEAN SECRETARIAL SUCCESS SCORES BY TYPE OF SCHOOLING TAKEN AFTER HIGH SCHOOL

School	Mean Score
University or College	75.00
Public Night School	73.05
Junior College	70.95
Business School	52.10

The differences between the mean success scores for the four types of school backgrounds were significant at the .05 level. On the basis of this finding, it was concluded that the type of school attended after high school did have a significant effect on "success" ratings of secretarial performance. The group of secretaries who attended business school after high school had the lowest success score average of the four groups that had post-high school training. This finding is important when one considers that those individuals attending business school probably had a specific vocational objective, i.e., to secure a secretarial job. Those other groups of secretaries taking post-high school training in the three other types of institutions may or may not have been engaged in active preparation for secretarial positions.

The hypothesis that business school attendees tend to have lower success scores because of a lower intellectual capacity as a group, than do those groups admitted to other post-high school programs was submitted to test. The hypothesis was "placed in doubt" by the data. While the total group mean Wonderlic Intelligence Test score for the group of secretaries who had attended post-high school educational institutions was 25.42, the average for the group that had attended business schools was 23.22. The difference between these respective means was found to be significant at the .06 level in a two-tailed t-test. Under these circumstances, the hypothesis was "placed in doubt," i.e., almost significant.

Section 4

Occupational History

The occupational history of each secretary was also investigated. It was generally felt that an analysis of this nature might reveal factors relative to the secretary's ability to do her job. The key factor to be analyzed in this approach was that of experience. It was hypothesized that the group of secretaries that had more occupational experience would have a higher group mean success score than those groups with less or no occupational background. Work experience should supply knowledge and sharpen skills relevant to successful secretarial performance. The major findings of the analysis were:

1. Experience as a secretary does not necessarily mean greater secretarial success. The group of secretaries with the highest mean success score had the most occupational experience but the second highest group mean success score was shown by the group of secretaries with the fewest number of years of experience. (See sub-section a.)
2. Length of time employed at the present company showed results similar to those for the length of time employed as a secretary. (See sub-section b.)
3. The hypothesis that significant differences between mean success scores for groupings based on the length of time each secretary had been a member of her work group, could not be supported. (See sub-section b.)
4. Work experience in fields other than secretarial was found to have little, if any, effect on ratings of secretarial "success." (See sub-section c.)

More details regarding occupational history and its potential effects on secretarial success are presented below.

a. Years of Secretarial Experience. It was hypothesized at the beginning of the study that there would be a simple positive linear relationship between "success" scores and length of employment of secretaries. The value of the correlation coefficient relating secretarial success and length of time employed as a secretary, however, was found to be .0465. The hypothesis that this value was significantly different from 0 could not be supported by the data. Under these circumstances, the original hypothesis could not be accepted, i.e., a positive linear relationship exists between these variables could not be accepted. The average length of time secretaries had been employed in secretarial positions by the four levels of secretarial success shows an interesting pattern. Table 26 shows the average length of time employed as a secretary for the four levels of success by secretarial success quartile.

TABLE 26

HOW LONG HAVE YOU WORKED AS A SECRETARY?
BY
SECRETARIAL SUCCESS QUARTILE

Success Quartile	Average Years	n
4 (H)	7.53	36
3	3.82	39
2	5.72	39
1 (L)	4.94	36
TOTAL	5.45	148

The differences that appear in the table are significant at the .05 level. The differences that appear there, however, are not linear as one might expect. It is true that the group of most successful secretaries (quartile 4) has the highest average number of years employed in a secretarial position. However, the group with the _fewest_ number of years in which they have been working as secretaries is _quartile 3_.

b. Experience With Company. Table 27 shows the factors of success groups based upon quartiles, and the average length of employment.

TABLE 27

YEARS OF EXPERIENCE WITH COMPANY BY MEAN SECRETARIAL SUCCESS QUARTILE

Success Quartile	Average Length of Employment	n
4 (H)	10.74	36
3	6.26	39
2	10.15	39
1 (L)	8.19	36
TOTAL	8.78*	148

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*The reason that the factor of: _average length of time_ employed by the company is greater than that of the _average number of years_ employed as a secretary, is based on the fact that many secretaries were employed at the company in non-secretarial positions before being promoted to secretarial positions.

The differences between success score group means were found to be significant at the .05 level. The hypothesis that differences in mean scores for secretarial success groups based upon the length of time their members belonged to the work group in which they were presently employed could not be supported by the data.

c. Non-secretarial Experience. The hypothesis that significant differences between the success scores would exist for those groups of individuals who had been employed in some other type of occupation other than secretarial, and those groups who had been employed only in secretarial positions, could not be supported by the data. In this context, it was agreed that the matter should be investigated further in terms of whether particular types of occupations might have been especially helpful in preparing individuals to function "successfully" as secretaries. Using the classification system from the Dictionary of Occupational Titles,[7] the most recent non-secretarial job held by the individuals comprising the sample was coded for the group. The hypothesis that significant differences would be observed between the different types of positions held by the secretaries, could not be supported.

Section 5

Secretarial Skills

There has been a general belief that successful secretaries are those with high levels of skill in component skill areas associated with the secretarial role (e.g., typing, shorthand). In fact, certain individuals and institutions tend to measure secretarial success by equating successful performance to the individual's abilities in these skill areas.* The question which was posed by the Project team in order to examine this area of concern was: "What is the _real_ relationship between secretarial skills and overall successful secretarial performance?" This relationship was explored for the case of: (1) skills as _subjectively_ reported, and (2) measured levels of skill.

Subjective Ratings of Skills

Each secretary in the sample supplied a self-rating, in addition to those provided by her peers, and her supervisor, on five skills that were considered to be associated with the secretarial role. The five skills were:

1. Ability to type rapidly
2. Typing accuracy
3. Communication skills (e.g., composing letters, typing from rough drafts)
4. Oral communication skills (e.g., interpersonal conversation, telephone conversation)
5. Dictation and transcription skills.

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*See page 35, Chapter II.

It should be noted that, in this section, the ratings of these skills are the subjective judgments of the secretary's competencies furnished by peers, supervisors, and the secretary herself. These ratings may, or may not, correspond to objective measures of these same skills. The major findings of this segment are as follows:

1. The group of secretaries which received high ratings for rapid typing by their supervisors and peers had a higher mean success score than the group that received lower ratings on this factor. Significant differences in group mean success scores for groups of secretaries classified on the bases of self-ratings did not appear. (See sub-section a.)

2. Groups of secretaries rated highly as "accurate typists" have significantly higher group mean success scores than those groups of secretaries receiving lower ratings on this factor. This finding is consistent over all three sources of the ratings, i.e., self, supervisor, and peers. (See sub-section b.)

3. The group of secretaries rated highly on written communication skills by their peers and supervisors have a higher group mean success score than do those groups receiving lower ratings on this factor. Differences of this type do not appear in terms of self-ratings. (See sub-section c.)

4. Groups of secretaries rated highly on oral communication skills have higher group mean success scores than do those groups that receive lower ratings. This condition is true for all three sources of ratings. (See sub-section d.)

5. Groups of secretaries that receive high ratings on ability to take and transcribe dictation have higher group mean success scores than do those groups that received lower ratings on this factor. This condition is true for all three sources of ratings. (See sub-section e.)

6. In general terms, groups of secretaries that received high subjective ratings on these skills were those groups that showed the higher group mean success score overall. (See sub-section f.)

More detailed information regarding these findings is presented below.

a. Rapid Typist. It is generally true that those groups of secretaries rated highly as being rapid typists have average success scores higher than the groups that are rated as less rapid typists. This condition is true for the supervisor and peer ratings, but not true for the self-ratings. For self-ratings, those groups of secretaries who rated themselves as being average or less than average, in terms of rapid typing, have higher mean success scores, than do those groups who rated themselves a little above average. The differences between the categories for self-ratings, however, could not be supported as being significant. Highly significant differences (at the .01 level) did occur for both supervisor and peer ratings. It should also be noted that expected directions of the differences in group mean success scores are present, that is, groups of secretaries rated high on rapid typing have higher group mean scores than do those groups receiving lower ratings on this skill.

TABLE 28

SECRETARIAL SUCCESS SCORE AVERAGES BY RATING AS A RAPID TYPIST ACCORDING TO GROUP SUPPLYING THE RATING

Group	Group Mean Success Scores Well Above Average	A Little Above Average	Ave. to Well Below Ave.	Total
SELF	73.58 n= 28	70.37 n= 64	71.00 n= 57	71.21 n=149
PEER	73.10 n= 74	70.68 n= 91	66.52 n=100	69.79 n=265
SUPERVISOR	78.63 n= 43	70.52 n= 53	65.52 n= 51	71.16 n=147

Table 28 can be read as follows: 28 secretaries rated themselves as being "well above average" in terms of being rapid typists. These 28 secretaries have an average success score of 73.58. The 64 secretaries who rated themselves as being a "little above average" on rapid typing have a mean success score of 70.34. The group of 57 secretaries had an "average," or "less than average" rating on typing speed have a mean success score of 71.00. There were 149 secretaries who rated themselves on this attribute. The grand average success score for these 149 secretaries was 71.21. Differences between the average ratings reported here and those in the total column are due to two factors:

1. Only 147 secretaries were rated by their supervisor on rapid typing.
2. In the realm of peer ratings, some secretaries are rated more than once and, therefore, their success score indices also appear more than once in the averaging procedure.

The other tables on skills which follow are to be read in the same manner as Table 28.

b. Accurate Typist. The group of secretaries rated high on being accurate typists have the highest success score average. This condition is true for all three rating group, i.e., self, supervisory, and peer. These differences were found to not only occur in the expected direction, but to be highly significant beyond the .01 level.

TABLE 29

SECRETARIAL SUCCESS SCORE AVERAGES BY RATING
AS AN ACCURATE TYPIST ACCORDING TO GROUP
SUPPLYING THE RATING

	Group Mean Success Scores			
Group	Well Above Average	A Little Above Average	Ave. to Well Below Ave.	Total
SELF	75.73 n= 39	70.68 n= 70	67.68 n= 40	71.21 n=149
PEER	73.63 n= 81	71.10 n=102	64.68 n= 85	69.84 n=268
SUPERVISOR	78.52 n= 58	69.95 n= 47	62.84 n= 43	71.26 n=148

c. Written Communication Skills. The groups of secretaries who had high mean success scores were rated higher than the other groups in terms of written communication skills by both supervisor and peers. The differences between the mean success score for those groups of secretaries rated as being well above average, a little above average, and average to well below average, were found to be in the expected direction and significant. For the self-ratings on written communication skills, however, the differences were found to be slight. The data yielded by the self-ratings could not support the hypothesis that these differences were significant.

TABLE 30

SECRETARIAL SUCCESS SCORE AVERAGES BY RATING AS
COMPETENT IN WRITTEN COMMUNICATIONS SKILLS
ACCORDING TO GROUP SUPPLYING THE DATA

	Group Mean Success Scores			
Group	Well Above Average	A Little Above Average	Ave. to Well Below Ave.	Total
SELF	72.68 n= 28	70.89 n= 70	70.84 n= 51	71.21 n=149
PEER	75.79 n= 63	71.52 n= 99	64.05 n= 96	69.79 n=258
SUPERVISOR	76.63 n= 42	74.68 n= 42	64.52 n= 64	71.37 n=148

d. Oral Communication Skills. Those groups of secretaries rated "high" on being competent in oral communication skills, by each of the three types of raters, i.e., self, peer, and supervisor, show the highest average success score. The differences between this group's mean score and those of the other groups were found to be significant.

TABLE 31

SECRETARIAL SUCCESS SCORE AVERAGES BY RATING AS COMPETENT IN ORAL COMMUNICATION SKILLS ACCORDING TO GROUP SUPPLYING THE DATA

Group	Group Mean Success Scores			
	Well Above Average	A Little Above Average	Ave. to Well Below Ave.	Total
SELF	74.58 n= 36	71.95 n= 63	67.89 n= 50	71.21 n=149
PEER	74.73 n= 81	70.42 n= 92	64.89 n=102	69.63 n=275
SUPERVISOR	78.26 n= 42	74.10 n= 42	64.79 n= 64	71.26 n=148

e. Competent in Taking and Transcribing Shorthand. In terms of discussing skills in taking and transcribing dictation, it is important to note that the definition of a secretary used in this study does not require knowledge of shorthand.* In consideration of this fact, some of the secretaries included in the sample did not possess this skill and, therefore, could not be accorded a rating for it. For the groups of secretaries that did possess this skill, however, those who were rated highest in terms of this skill were found to have the highest average success scores. This condition held for all three types of ratings, i.e., self, supervisory, and peer. An interesting point of these data is that those groups of secretaries rated by the supervisor as being average to below average on this skill show an average success score of 56.31; while those rated well-above average have a success score average of 79.26. The group mean of 79.26 is the highest average rating for any grouping on these five skills. Similarly, the value of 56.31 for an average success score is the lowest of any found associated with the groupings.

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*See page 10 Chapter 1.

From these tables, we conclude that the general belief of successful secretaries being rated high on these skill areas is true in the present study. Therefore, we could say successful secretaries are thought to possess higher skill levels than do unsuccessful secretaries.

The question might be raised as to what extent the weightings of the ratings of secretarial success (4-supervisor; 2-peers; 1-self), in determining the total success score, affect the differences between mean success scores for groups of secretaries according to these skill areas. In order to ascertain these influences, each of the attributes was analyzed within the individual success rating category yielded by the self ratings (e.g., self-rating on rapid typist, and self-rating on secretarial success). Tables of these data appear in Appendix G. When the analysis was conducted on these data, significant differences appeared. These differences were also found to be in the expected direction, with those secretaries rated higher in skill areas also being rated higher in terms of secretarial "success."

TABLE 32

SECRETARIAL SUCCESS SCORE AVERAGES BY RATING AS COMPETENT IN DICTATION/TRANSCRIPTION SKILLS ACCORDING TO GROUP SUPPLYING THE DATA

Group	Group Mean Success Score				Total
	Well Above Average	A Little Above Aver.	Average	Little-Well Below Aver.	
SELF	76.63 n= 13	73.73 n= 35	68.47 n= 42	70.63 n= 18	71.52 n=108
PEER	74.16 n= 41	69.58 n= 70	67.58 n= 55	64.89 n= 11	69.68 n=177
SUPERVISOR	79.26 n= 25	73.05 n= 29	68.05 n= 41	56.31 n= 12	70.68 n=107

f. Summary of Subjective Rating. From these tables, it can be concluded that the finding that successful secretaries tend to rate high in these skill areas is validated by the data. Therefore, "successful" secretaries are generally assumed to possess higher skill levels than do unsuccessful secretaries.

It is important to remember here, that the data being dealt with are subjective ratings of skills. Since the degree to which these subjective ratings are comparable to objective ratings can be questioned, analyses of the "objective" data are now given consideration.

Objective Ratings of Secretarial Skills and Knowledges

In the previous section, it was found that those secretaries who were subjectively rated high in secretarial skills were also those secretaries high in secretarial success. It should be emphasized, however, that these ratings on skills were subjective measures. This segment is devoted to data dealing with the objective ratings of these skills and their potential consequences as reflected in the ratings of secretarial "success."

It should be noted that in this study that objective tests and methods, were not included in the actual interviewing or data collection stage. In the pre-testing of instruments a test was included to measure skill in taking dictation and transcribing it. This pre-testing experience revealed that objective testing on-the-job was impractical.

The final copy of the interview schedule included a typing test which was to be administered to each of the secretaries in the sample. After a few days of interviewing, during which time the typing test which was to be administered to those secretaries interviewed, the practice proved to be impractical. It was deemed to be impractical on the basis of the amount of time needed to administer the typing test, combined with the fact that the interview took too long in and of itself as far as officials of the company involved were concerned. Therefore, the test was discontinued at the request of the company.

Although objective measures of skills were not collected during the interviewing stage, certain objective data on secretarial skills were available for utilization in the study.

The objective data on each secretary came from the personnel files of the company, as pre-employment data (scores on a company typing test, and intelligence test, and spelling test) were available. In addition to these data, 27 secretaries were tested on a newly developed typing test after the actual interviewing had been completed. Therefore, the relationship between objective rating of secretarial skills and secretarial success relies upon information from company records as well as the typing test which was administered to a sub-sample of the 149 secretaries.

The investigation of the relationship between secretarial success and secretarial skills, objectively measured, revealed these findings:

1. The hypothesis that differences would be observed between group mean secretarial success scores according to speed and accuracy measures yielded by the Thurston Typing Test which was given at the time of initial employment could not be supported. (See sub-section g.)

2. The hypothesis that the relationship between typing skill, on a test administered currently, and ratings of secretarial success could not be supported. (See sub-section h.)

3. The groups of secretaries on the lowest level positions showed a significant positive relationship between their success scores and those measuring typing skills. (See sub-section h.)

4. No objective measures of dictation and transcription skill were available. (See sub-section i.)

5. The hypothesis that a significant relationship existed between secretarial success and scores on a spelling test could not be supported. The spelling test was assumed to give some indication of verbal ability. (See sub-section i.)

6. The hypothesis that there was a significant relationship between secretarial success and intelligence could not be supported. (See sub-section j.)

7. Overall there is little indication that high skill levels, when measured objectively, are significantly related to secretarial success. (See sub-section k.)

A detailed discussion of these findings is presented below.

g. Thurston Typing Test. Test scores on the Thurston Typing Test were available for 117 of the 149 secretaries from company records. It should be noted that the scores on this test were not current but were those earned by the individuals at the time of employment. These data would not support the hypothesis that a significant relationship between scores on this test and secretarial success existed. Table 33 shows success score averages for groups of secretaries rated high or low on the basis of the three types of ratings provided by the Thurston Typing Test.

TABLE 33

SECRETARIAL SUCCESS SCORES BY RESULTS OF THURSTON TYPING TEST

	Thurston Typing Test		
Rating on Test	Speed	Accuracy	Overall
High	71.52 n= 89	71.21 n= 71	70.89 n= 91
Low	70.00 n= 28	71.10 n= 46	72.52 n= 18
TOTAL	71.16 n=117	71.16 n=117	71.16 n=117

h Psych Corporation Typing Test. Current measures of typing speed and accuracy were obtained from 27 secretaries. The scores were obtained on a typist test developed by the Psych Corporation. This typing test is in the stage of developing norms and is not yet available to the public. However, the utility company involved in the present study effort was cooperating with the Psych Corporation in helping to develop testing norms. The test was administered to 27 secretaries.

In terms of data from this test, the hypothesis that a significant relationship existed between speed, and accuracy in typing and secretarial succss could not be supported. Table 34 shows the average number of words per minute typed by each of the four levels of successful secretaries.

TABLE 34

AVERAGE NUMBER OF WORDS PER MINUTE (ON PSYCH CORPORATION TYPING TEST) BY SUCCESS QUARTILE

Quartile	WPM	n
4 (H)	58.29	7
3	53.33	6
2	57.60	5
1 (L)	54.67	9
TOTAL	55.85	27

The entries in this table show the average number of uncorrected words per minute. Table 35 shows the average number of words per minute after the number of errors are subtracted.

TABLE 35

AVERAGE NUMBER OF CORRECTED WORDS PER MINUTE (ON PSYCH CORPORATION TEST) BY SUCCESS QUARTILES

Quartile	WPM	n
4 (H)	40.29	7
3	39.17	6
2	51.80	5
1 (L)	44.67	9
TOTAL	43.63	27

The hypothesis that a significant difference between group means for the quartile groups could not be supported. The correlation coefficient between the scores on this typing test and those of secretarial success indicated that the hypothesis of its significance could not be supported. Correlation coefficients were also compiled for these variables and the different levels of secretarial position. The hypothesis of a significant relationship between the two highest levels and these variables could not be supported.

For the two lowest levels, however, an interesting relationship appeared. The correlation between the number of uncorrected words typed per minute and secretarial success for these lower level secretaries was .3866. When the number of errors were subtracted giving the corrected score, the correlation coefficient between success and this score for the lower level secretaries was found to be .4730. Both of these correlation coefficients were found to be significantly different from 0 indicating that for lower level secretaries, skill in rapid and accurate typing _is correlated_ with secretarial success. As the level of the secretarial position becomes higher, however, the significance of the relationship disappears. This finding might indicate that skill in typing (as measured by this test) exercises relatively less influence as a factor in determining secretarial success.

i. Spelling Test. No measures were available to indicate the relationship between success and ability to take and transcribe dictation. In terms of skills in oral and written communication, data from specific tests were not available. However, scores on two other tests which are closely related to such skills were available. These tests were a spelling test and a general intelligence test. One would expect that ability to score high on the spelling test would be indicative of a higher level of English or of language usage which would imply higher scores on communication skills. In terms of the spelling test, there was no significant relationship between the score on this test and secretarial success. Table 36 shows the average scores on this test for the secretaries in each of the four success groups.

TABLE 36

AVERAGE SECRETARIAL SUCCESS SCORES ON SPELLING TEST BY SUCCESS QUARTILE

Quartile	Spelling Score	n
4 (H)	83.86	28
3	82.12	33
2	80.43	28
1 (L)	81.29	22
TOTAL	81.83	111

The hypothesis that the value of the correlation between scores on the spelling test and secretarial success would be significantly different from 0 could not be supported. Based upon this finding, it was concluded that there was insufficient evidence, in terms of objective ratings, to support the notion that spelling skills might significantly influence secretarial success. It should be noted, however, that this measure of communication skills is based only upon spelling test scores.

j. Wonderlic Intelligence Test. Scores on an intelligence test were available. This test was a general intelligence test, known as Wonderlic. The Wonderlic Test is a test commonly given by many companies as a prerequisite for employment.* The hypothesis that the relationship between intelligence as measured on this test and secretarial success would be significant could not be supported by the data. Table 37 shows the average scores on this test for the secretaries in each of the four success groups.

TABLE 37

AVERAGE SECRETARIAL SUCCESS SCORES ON WONDERLIC INTELLIGENCE TEST BY SUCCESS QUARTILE

Quartile	Wonderlic Scores	n
4 (H)	25.25	28
3	26.61	36
2	24.09	33
1 (L)	26.80	30
TOTAL	25.70	127

*The Wonderlic Test Manual presents minimum scores on the test for various occupations. They present minimum scores for both stenographers and secretaries. The minimum score for stenographers is 22 while the minimum score for secretaries is 25. See Wonderlic Test Manual, page 5.

The correlation between secretarial success and Wonderlic test scores could not be supported as being significantly different from 0. Based upon these findings, it was concluded that a simple relationship between intelligence measured by a standard intelligence test and secretarial success did not exist.

k. Summary of Objective Measure of Skills. In terms of these objective measures of secretarial skills, there appears to be little relationship between these skills and the ratings of secretarial "success." These objective data do not agree with the result obtained from subjective data which indicate those secretaries who are rated successful are also rated high (subjectively) on secretarial skills.

Tests of secretarial skills and general intelligence given as prerequisites to hiring by the company involved do not appear to be highly related to predicting secretarial success as measured in this study. In this context, it could be concluded that the ability to predict "successful" performance based upon results yielded by these tests should be seriously questioned.

Section 6

Job Characteristics of Secretary

In the tradition of research designed to study secretarial effectiveness, the present study included information relevant to job characteristics and job duties performed by secretaries. It should be noted, however, that while such an approach was only part of the present study, most other studies have devoted almost all their efforts to the probing of these dimensions. The findings resulting from the analyses which were conducted are presented below:

1. There was a relationship between the job duties performed by the secretaries included in the sample of the present study and the duties performed by a group of secretaries in a 1954 study.[2] Of the 10 duties performed most frequently by the secretaries in the 1954 study, 7 were also among the 10 most commonly performed duties for the group included in the present effort. (See sub-section a.)

2. In a general sense, secretaries rated as "successful" tend to perform more duties than those who receive low ratings of "success."

3. Of 56 duties probed in the present study, 5 showed significant differences in that "successful" secretaries performed them more frequently than did "less successful" secretaries. (See sub-section c.)

4. The hypothesis that a significant relationship existed between the variable of: use of office machines" and that of secretarial "success" could not be supported. (See sub-section d.)

5. Successful secretaries were more likely to make minor decisions on the job than were less successful secretaries.

   In terms of major decisions made on the job, however, the hypothesis of a significant difference existing between the successful groups and less successful groups of secretaries could not be supported. (See sub-section e.)

6. Secretaries whose contributions were rated as "vital" according to self, supervisor, and peers were significantly more successful than secretaries whose contributions were rated as either substantial or routine by the same groups of raters. (See sub-section e.)

A discussion of these analyses is presented below:

a. Frequency of Performed Job Duties. In 1954, the Pittsburgh Chapter of the Office Management Association conducted a study entitled: Survey of Office Duties and Employers' Recommendations for Improved High School Training. This study listed, among other items, the frequency with which 80 office duties were performed by 443 secretarial employees. In this study, no distinction was made between the duties performed by "successful" versus "less successful" employees. This list of 80 duties served as a comparison with the Charters and Whitley Study of 1924. Other studies[3] have focussed on secretarial performance emphasizing the frequency of performance of lists of secretarial/stenographic duties. None of these studies, however, attempted to distinguish between those duties performed by "successful" secretaries and those duties performed by "less successful" secretaries to determine if there were differences between the two groups in the type and frequency of the duties they performed. In this general context, the present study attempted to maintain a limited continuity in research tradition toward secretarial performance by including a list of such secretarial duties. This list included 56 of the 80 duties presented in the Pittsburgh

Study of 1954.* In order to minimize the amount of time needed to administer this section of the instrument, these 56 duties were divided into two groups of 28 each. Secretaries were asked to reply to a question regarding the frequency with which they performed these duties for one of the two groups.** Table 38 shows the relative rankings of the 56 duties as reported in the Pittsburgh Study and those reported in the present study.

Of the ten duties performed most frequently by secretaries in the Pittsburgh Study, seven were in the top ten of the duties found to be performed most frequently by the group of secretaries included in the present study. The three duties which were prominent in the Pittsburgh Study, but were not in the present study were:

Duty	Rank in Present Study	Rank in Pittsburgh Study
Take dictation in shorthand and transcribe dictation	27.5	2
Type form letters	23.0	9
Type telegrams, radiograms	49.0	10

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*The 24 duties of the 80 not included in the list used in the present study were those duties concerned with office equipment and machines, and included items which were believed not to be of major concern. For example, items omitted in the present study were: (1) Use stapler, (2) Use postal scale, and (3) Use letter opener machine.

**These two groups were formed by ordering the 56 duties according to frequency with which they were performed by the secretaries in the Pittsburgh Study. After this compilation, all odd-numbered duties were placed in the first group, and all even-numbered duties in the second group.

TABLE 38

RELATIVE RANK OF DUTIES BY PERFORMANCE PRESENT STUDY AND THE PITTSBURGH STUDY

Job Duties	Rankings	
	Present Study	Pittsburgh Study
Type Letters	2.5	1
Take Dictation in Shorthand and transcribe correspondence	27.5	2
Type addresses on envelopes	5	4
Make carbon copies	2.5	4
Fill in printed forms on typewriter	8.5	4
Copy data from one record to another on typewriter	6	6
Use the telephone	2.5	7
Copy from rough draft or corrected copy on typewriter	2.5	8
Type form letters	23	9
Type telegrams, radiograms or cablegrams	49	10
Prepare stencil for use on duplicating machine	35	11
Type cards	22	12
Take dictation in shorthand and transcribe reports or notices, legal matters	29	13
Fold, insert letters, and seal envelopes	21	14.5

TABLE 38--(Continued)

Job Duties	Present Study	Pittsburgh Study
Compose and type letters with/without instruction as to content	19.5	14.5
Type manuscripts, legal forms specifications, briefs or outlines	32	16
Examine and/or sort business papers	13	17
Set up and type tabulations	8.5	18
Use the filing system or systems	7	19
Prepare material for filing	11.5	20
Verify and/or list information from business papers	19.5	21
Receive business callers	11.5	22
Make cross references	25.5	23
Run errands	15	24
Open, sort and distribute mail	10	25
Use follow-up files	15	26
Have mail registered or insured	41.5	27
Prepare mailing lists	25.5	28
Perform personal services for employer	34	29
Weigh mail and figure postage	51.5	30

TABLE 38--(Continued)

Job Duties	Present Study	Pittsburgh Study
Type bills, invoices, statements	36	31
Keep records of incoming and outgoing mail	27.5	32
Compute time records	24	33.5
Prepare packages for shipping	27	33.5
Use transfer files	40	35
Obtain credit ratings	54	36
Keep inventory records	30.5	37.5
Prepare checks	45	37.5
Make bank deposits or withdrawals	50	39
Keep petty cash	43.5	40
Figure extensions on bills, invoices, etc.	41.5	41
Prepare operating or financial statements	45.5	42
Figure discounts	39	43
Prepare payrolls	38	44.5
Prepare reports	15	44.5
Make journal entries	46.5	46
Make entries in ledger accounts	46.5	47
Compute interest on notes	55.5	48
Keep personal and/or statistical records	53	50

TABLE 38--(Continued)

Job Duties	Present Study	Pittsburgh Study
Prepare trial balances	55.5	50
Make price changes	48	50
Make traveling arrangements	33	50
Manage or prepare insurance and/or social security records	17.5	53
Balance cash daily	51.5	54
Take care of supplies	17.5	55.5
Write orders	30.5	55.5

The five most common duties performed by the sample subjects (secretaries) in the Pittsburgh Study juxtaposed to the five most commonly found by the present study were:

Five Most Common Duties Performed

	Present Study		Pittsburgh Study
1.	Type letters	1.	Type letters
2.	Make carbon copies	2.	Take dictation in shorthand and transcribe correspondence
3.	Use telephone	3.	Type addresses on envelopes
4.	Copy from rough draft or corrected copy on typewriter	4.	Make carbon copies
5.	Type addresses on envelopes	5.	Fill in printed forms on typewriter

To the extent that the duties included in the respective lists were similar, a relationship existed between the duties performed most often by secretaries in the 1954 study (Pittsburgh), and those performed in the present study. Although a true one-to-one correspondence between duties was not found, the important aspect (in terms of secretarial success) was not how often and what duties were performed, but rather what factors enabled secretaries to perform such duties successfully.

b. Number of Duties Performed. The 149 secretaries in the present study were divided into four success categories (according to quartiles) on the basis of their "success" scores. Significant differences were found between mean success scores for these categories, and for the average number of duties that the respective groups performed on the job. Of a possible 28 duties* which each secretary could perform, the mode, i.e., the most frequently appearing number of duties performed by each secretary was 17. The average number of duties was 16.74. The least number of duties performed by a secretary was found to be 6, while the maximum number of duties performed by a secretary was 25.

Table 39 shows the average number of duties performed by the secretaries in each of the four "success" groups.

TABLE 39

AVERAGE NUMBER OF SECRETARIAL DUTIES PERFORMED BY SECRETARIAL SUCCESS QUARTILE

Quartile	Average Number Performed	n
4 (H)	17.94	34
3	17.51	43
2	16.14	36
1 (L)	15.28	36
TOTAL	16.74	149

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*While the number of duties secretaries performed is much greater than 28, secretaries were forced to choose from the 28 that appeared on each list.

Since the highest value of average number of duties performed (17.94) declines to 15.28 in direct relationship, the decline in "success" (as indicated by the quartiles), there is an observable state of correlation between the two factors. In short, the more successful secretaries performed more duties than did the less successful ones. The differences between these observed means were found to be highly significant at the .01 level in a one-way analysis of variance test. The correlation between success scores and number of duties performed was .3066 which was also found to be significantly different from .0 beyond the .001 level. It was therefore, concluded that there was a direct relationship between the number of duties performed and the ratings of secretarial "success."

c. Specific Duties Performed. It was hypothesized that there would be differences between the group mean scores of the "successful" and "less successful" secretaries in terms of the frequency with which they performed, or did not perform, specific secretarial duties. Of the 56 duties included in the present study, seven showed significant differences between groups at the .05 level. The 56 duties along with the differing frequencies, are shown in Appendix G. Table 40 shows the seven duties which were associated with significant differences in average success scores according to frequency of performance.

TABLE 40

SUCCESS SCORE AVERAGES ACCORDING TO FREQUENCY OF PERFORMANCE OF CERTAIN SECRETARIAL DUTIES

Duty	Mean Success Score and Frequency of Performance			Hypothesis Rejected (Level)
	Never	Occasionally	Frequently	
Verify and/or list information from business papers	68.37 n= 27	72.05 n= 34	75.52 n= 33	.05
Perform Personal Services for Employer	66.42 n= 15	72.68 n= 66	76.52 n= 13	.05
Figure Extension on Bills and Invoices	70.73 n= 62	77.68 n= 20	70.79 n= 12	.05
Keep Personal and/or Statistical Records	68.31 n= 13	68.47 n= 25	74.79 n= 14	.05
Make Price Changes	72.73 n= 89	62.58 n= 5	-- n= 0	.05
Weigh Mail and Figure Postage	68.47 n= 52	85.94 n= 3	-- n= 0	.01
Make Travel Arrangements	63.73 n= 26	74.42 n= 20	74.79 n= 9	.01

The entries in this table show that for five of the seven duties under consideration, secretaries who performed them more frequently were, on the average, more successful.

It is difficult to make any generalization about the specific types of duties performed by "successful" and "less successful" secretaries on the basis of these findings. It can generally be concluded that there are differences between groups of secretaries classified as "successful" and those classified as "less successful" in terms of the number of duties, and in terms of the specific duties performed.

In the realm of conjecture, such differences may arise from two different processes. Successful secretarial performance might be the result of the type of duties performed, or the duties performed might result from secretarial performance. It is impossible to distinguish which process is cause and which is effect, although it is more likely that "successful" performance indicates that a secretary might be assigned more duties and more specific types of duties encountered in the study.

d. Office Machines Used. The present study was also designed to determine (if possible) whether significant differences in group mean success scores appeared because of the type of office machines the secretary was capable of operating. Each secretary was asked whether she could operate, and actually used the following types of office machines: (1) adding and calculating machines, (2) billing/bookkeeping, (3) copying, (4) data processing, (5) dictating/transcribing, and (6) duplicating. The hypothesis that a significant difference between mean "success" scores would accrue to the factor of a secretary's ability to use these machines could not be supported. Appendix G includes "success" score averages for those groups of secretaries who did, and those who did not, use each of these machines.

e. Responsibility of the Secretarial Position. The degree of responsibility vested in a secretary was believed to be a possible indicator of the degree of success that she might enjoy in her position. Each secretary was asked, "How often do you make minor decisons on your job?" Of the 149 secretaries, 57 percent replied, "occasionally," and only 8 percent replied: "never make minor decisions on the job." There were significant differences (at the .05 level) between the average success scores for these three groups of secretaries. The group of secretaries who said they frequently made minor decisions had a mean score of 71.47, the group which said they made minor decisions occasionally showed a mean of 72.10, the group who answered that they seldom made such decisions had a mean success score of 62.21. A significant difference between group mean success scores was found for the group of secretaries who seldom make minor decisions and those who make them either frequently or occasionally (considered as one group). Each secretary was also asked to indicate how often she made major decisions on her job. Table 41 shows the success score averages for secretaries grouped according to the frequencies with which they make fairly important decisions.

TABLE 41

SECRETARIES' RESPONSE TO: HOW OFTEN DO YOU MAKE FAIRLY IMPORTANT DECISIONS ON YOUR JOB?

Decisions	Mean Success Score	n
Frequently	74.21	19
Occasionally	72.42	65
Seldom	69.89	52
Never	65.84	13
TOTAL	71.21	149

The entries in the table show that there is a direct relationship between the highest success group (those who make such decisions frequently) and the highest mean success score, and the lowest success group (those who seldom make such decisions) and the lowest mean success score. The differences between the mean success scores, however, could not support the hypothesis of "significance" at the .05 level.

Each secretary was also asked to indicate whether she would like a job where she could make more (or fewer) decisions. Thirty-six percent of the secretaries said they would like to make more decisions, while 64 percent were satisfied with the amount of decisions they had to make. The hypothesis that significant differences existed between average success scores for these two groups of secretaries was not supported by the data.

Each secretary was asked to rate her own position in terms of its importance for the successful functioning of the office. Each secretary was also rated by her peers and by her supervisor in terms of their opinion of the importance of her position. Table 42 shows the mean success scores distribution for these ratings.

TABLE 42

RESPONSES TO THE QUESTION:
IN TERMS OF THE FUNCTIONING OF YOUR
OFFICE, WHAT IS SECRETARY'S CONTRIBUTION:

	Rating			
Group	Vital	Substantial	Routine	Total
SELF	74.21 n= 69	71.10 n= 58	62.26 n= 21	71.26 n=148
PEER	73.21 n=145	69.10 n=120	63.10 n= 59	69.84 n=324
SUPERVISOR	74.47 n= 83	72.05 n= 48	53.31 n= 17	71.26 n=148

In each case, those secretaries whose contribution was rated as "vital" to the functioning of the office had the highest success score averages. The differences between mean success scores according to these classifications were significant beyond the .001 level. The rating of whether the contribution was "vital," "substantial," or "routine" was probably an indication of both the importance of the job, and the secretary. These results would tend to indicate that secretaries receiving high "success" ratings had responsibilities for jobs considered to be vital. By the same token, "less successful" secretaries tend to hold positions that are viewed as "routine" functions of the structure by the three types of raters, i.e., self, peers, and supervisors.

Section 7

Personality Characteristics

Traditional studies of secretarial personnel and positions are not only concerned with duties, but with personality characteristics as well. Personality characteristics are generally emphasized only slightly less than job duties. The emphasis placed on personality traits* is characteristic not only of research studies, but is also true of textbooks in secretarial training.** The title of Charters and Whitley's Study, Analysis of Secretarial Duties and Traits, gives an indication of the relative importance accorded personality traits.

Personality traits and qualities were also measured in the present study by using a technique*** based on Osgood's Semantic Differential.[4] Each secretary, in addition to a self-rating, was rated by her peers, and her supervisor on ten personality dimensions (traits). These ten dimensions (traits) were: (1) punctuality, (2) independence, (3) organization, (4) accuracy, (5) effort, (6) tenseness,

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*The phrase personality traits and personality characteristics are used interchangeably throughout this report.

**See page 8 in Chapter I for an example.

***Each person was asked to indicate the degree to which he felt the person being rated possessed the personality trait in question. Two adjectives were used for each trait, and a choice of six possibilities was allowed to measure the degree to which the trait was present. For example, in terms of punctuality, the terms "punctual" and "tardy" were used, and the six possible choices were: "extremely punctual," "quite punctual," "somewhat punctual," "somewhat tardy," "quite tardy," and "extremely tardy."

(7) decisiveness, (8) flexibility, (9) initiative, and (10) confidence. These ten traits were chosen because they tend to be expected dimensions of secretarial performance. In addition to each secretary being rated on these ten dimensions by the three groups, each supervisor was asked to rate himself on these same dimensions. Under these circumstances, analyses were possible in terms of the traits possessed by the secretary, and those possessed by the supervisor. In this fashion, the interrelationship between the traits of secretaries and those of their supervisors could be examined. Some of the major findings were:

1. The hypothesis that significant differences in group mean success scores would exist based upon the self-ratings of different secretaries covering the ten different personality traits could not be supported. (See sub-section a.)
2. When secretaries were rated by their peers and their supervisors, seven of ten traits showed significant influence in that those groups of secretaries rated more positively on the trait had higher group mean "success" scores. (See sub-section a.)
3. The group of supervisors who tended to rate themselves high in the dimension of being independent, had the more successful secretaries as a group working for them. Supervisors' self-ratings on the nine other traits did not reflect a significant influence on the "success" ratings of the group of secretaries working for them. (See sub-section b.)
4. A significant relationship between the traits of secretaries and supervisors was found to have a significant influence on secretarial success. (See sub-section c.)

A discussion of these findings regarding personality traits follows:

a. Personality Traits of Secretaries. Part of the present study was designed to examine such notions as: (1) successful secretaries are those individuals who possess positive personality characteristics; (2) successful secretaries are punctual, (3) successful secretaries are highly organized, and (4) successful secretaries have a high degree of initiative. Each secretary was described in terms of these traits (e.g., punctuality) by three types of raters, i.e., the secretary, her supervisor,* and her peers. Table 43 shows the results of the analyses of these data.

TABLE 43

INFLUENCE OF PERSONALITY TRAITS OF SECRETARIES ON GROUP MEAN SCORES OF SECRETARIAL SUCCESS

Personality Dimension	Rating of Secretary by	
	Peers	Supervisor
Punctuality		S ↔
Independence	S ↔	
Organization	S ↑	S ↑
Accuracy	S ↑	S ↑
Effort	S ↑	S ↑
Tenseness	S ↔	
Decisiveness	S ↑	S ↑
Flexibility	S ↑	S ↑
Initiative	S ↑	S ↑
Confidence	S ↑	S ↑

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*Tables showing "success" scores for secretaries on the basis of their ratings on these ten traits appear in Appendix G.

S Indicates that the trait influenced secretarial success *significantly* in that the group secretaries rated differently (those groups) on the trait had significantly different group success score averages.

Arrows indicate the direction of differences in average success scores between secretaries rated differently (by those groups) on the personality dimension.

Indicates secretaries rated more positively on trait are usually *more successful* than those rated lower on the trait

Indicates secretaries rated more positively on trait are generally *less* successful than those rated lower on the trait.

Indicates there is no clear direction of the differences observed.

Examination of the entries in this table reveals a number of interesting points. First, when the *self-ratings* of the secretaries on these ten traits are examined, the hypothesis of significant difference between group mean success scores cannot be supported. When secretaries are rated by their supervisors and peers, however, many of these traits show a significant influence on the difference between group mean "success" scores of secretaries.

Seven of these traits show a significant influence in the expected direction, that is, successful secretaries as a group are felt to possess a higher degree of the positive trait by both their supervisors and their peers than do the group of "less successful" secretaries. In terms of these ratings, the group of "successful" secretaries is: (1) more organized, (2) more accurate, (3) more energetic, (4) more decisive, (5) more flexible, (6) more initiating, and (7) more confident; than is the "less successful" group.

The analysis covers all traits except those which did not prove to be significantly influential in the expected direction of secretarial success. These traits were: (1) punctuality, (2) independence, and (3) tenseness.

In general, it appears that "successful" secretaries as a group have more positive personality traits than do the "less successful" group of secretaries.

b. Personality Traits of Supervisors. In order to determine if certain types of supervisors, based upon self-ratings on the ten personality traits, would have an influence on the "success" ratings of secretaries whom they supervised directly, each supervisor was requested to accord a self-rating and a rating of his secretary on the ten personality traits. Of the 10 attributes, only one showed a significant influence on the difference between group mean success scores of the groups of secretaries identified with different levels of success. Supervisors whose self-ratings showed them to be extremely independent supervised secretaries that, as a group, had an average success score of 73.89. Supervisors whose self-ratings indicated that they were quite independent supervised secretaries who, as a group, showed a success score average of 70.73; while those whose self-ratings showed them to be less independent, supervised secretaries who, as a group, had success score averages of 64.95. The other nine attributes showed that they did not significantly influence these types of ratings and associated group mean scores of secretarial success.

c. Interrelationships of Secretaries and Supervisors Traits. It was also of interest to determine if certain combinations of supervisors and secretaries could be rated successful (e.g., could a punctual secretary be rated "successful" if she worked for an extremely tardy supervisor). Cross tabulations were made between the self-ratings of the supervisors and the self-ratings of the secretaries on each of these ten attributes. Some interesting results were found.

In order to determine whether the punctuality of the supervisor in relationship to the punctuality of the secretary had an effect on secretarial "success" ratings, that is, would a punctual secretary be more successful with a punctual, or with a tardy supervisor, an analysis of these data was conducted. No relationships appeared. This result lead to the interpretation that, along with the evidence from the personality characteristics reported by the supervisors, peers, and secretaries analyzed independently, the importance of punctuality has been stressed far too frequently in terms of its real influence on secretarial performance. The amount of time used to emphasize this "trait" might better be spent on other matters.

The relationship between the degree of independence and dependence reported by the supervisors and the secretaries was also analyzed. The 10 secretaries whose self-ratings showed them to be extremely independent worked for supervisors whose self-ratings indicated that they were extremely independent had the highest success score average of 80.79.

Also of interest, however, was the fact that three secretaries whose self-ratings showed them to be somewhat to extremely dependent, and who worked for supervisors whose self-ratings showed them to be of the same nature, had a success score average, as a group, of 76.68. This group mean success score was higher than any other group mean score associated with combinations of ratings by supervisors and secretaries on the trait of "independence."

Under these circumstances, it might be concluded that if a secretary feels herself to be dependent on others, then rather than working for someone who is independent, she might be better off working for someone who is also dependent.

Most of the 149 secretaries' self-ratings showed them as a group to be quite organized; however, 32 rated themselves as extremely organized, and 26 stated that they were less than quite organized. For these 58 secretaries an interesting relationship appeared when the degree of organization of their supervisors was considered simultaneously. Secretaries tend to be more successful when they work for a supervisor with the same degree of organization as themselves. Table 44 shows the success score averages for the groups of secretaries classified on the basis of self-ratings of supervisors and secretaries on the trait of "organization."

TABLE 44

GROUP MEAN SUCCESS SCORES ACCORDING TO SELF AND SUPERVISOR RATINGS ON ORGANIZATION

Supervisors' Self-Rating	Secretaries' Self-Rating	
	Extremely Organized	Less Organized
Extremely Organized	77.89 n= 5	67.58 n= 6
Quite Organized	73.31 n=20	70.37 n=15
Somewhat Organized to Extremely Disorganized	67.95 n= 7	73.37 n= 5

The interrelationship between supervisors and secretaries did not show any unusual influence in terms of the following personality characteristics:

accurate - inaccurate
energetic - lazy
tense - relaxed
decisive - indecisive
confident - not confident

According to the data of the present study the group of secretaries who are rated as inflexible tend to relate best to the group of supervisors who are also inflexible. In general, secretaries who are extremely flexible are most successful working for supervisors who are also extremely flexible. Table 45 shows the average success scores for groups of secretaries in terms of the interrelationship of secretaries and supervisors' based upon the trait of "inflexibility."

TABLE 45

GROUP MEAN SUCCESS SCORES ACCORDING TO SELF AND SUPERVISOR RATINGS ON FLEXIBILITY

Supervisor's Self-Rating	Secretaries' Self-Rating	
	Extremely Flexible	Less Flexible
Extremely Flexible	74.79 n=14	67.85 n=15
Quite Flexible	72.47 n=24	70.05 n=64
Somewhat Flexible to Extremely Inflexible	69.21 n= 7	75.95 n=15

Of the 149 secretaries, self-ratings of "low in initiative" were shown by 26 persons. As a group, these secretaries were "less successful" than secretaries who rated themselves higher on this trait. Within this group of 26 secretaries, however, an interesting relationship appeared.

Secretaries who were low in initiative, were found to be more successful when their supervisors showed self-ratings of "extremely high in initiative." Of these 26 secretaries, 11 worked for supervisors who rated themselves as possessing an extremely high degree of initiative; this group showed a success score average of 69.73. Fourteen secretaries were directed by supervisors who rated themselves as possessing "quite a degree of initiative;" these secretaries, as a group, had an average success score of 67.10. One secretary who rated herself "low on initiative" worked for a supervisor who also rated herself low on initiative. This secretary had a success score of only 47.73.

Based upon the results of the analyses of the interrelationship of personality traits of secretaries and supervisors, it can be concluded that how the personality traits of the secretary relate to the personality traits exhibited by the supervisor is a significant factor of secretarial success. These analyses indicated that the work situation, in terms of the type of person the supervisor of a secretary is, was a major determinant of secretarial success. These findings show that emphasis on furthering one's personality traits alone does not always produce an effectivy method of preparing young people to perform adequately in secretarial positions.

Section 8

Job Satisfaction

It has usually been assumed that job satisfaction and job performance are highly related. In fact, this is a basic assumption of the "human relation" school of management. Vroom[5] states that "human relations might be described as an attempt to increase productivity by satisfying the needs of employees." One basis for this assumption is that a satisfied individual should be more highly motivated. This more highly motivated individual should try harder and, therefore, his job performance should increase.

Previous research of this issue, however, has produced conflicting evidence. Vroom summarized 20 studies concerned with this relationship.[6] The results of these studies were, at best, contradictory. While some studies showed a significant positive relationship, others showed no relationship, or even a negative relationship between the "human relation" and "success" variables. On the basis of this evidence, Vroom concluded that there was no simple relationship between high job satisfaction and high job performance.

In a simple statement of this assumption there is no indication whether job satisfaction causes performance or whether job performance causes job satisfaction. There is also a possibility that both are caused by some intervening variable or set of such variables. In the context of the "management by human relations" orientation the assumption means that job satisfaction is a cause of job performance. This assumption has been questioned in the present study, and therefore is not treated as an assumption here. Hypotheses are tested, but assumptions are not. In this context, what former studies have treated as an assumption of the relationship between job performance and job satisfaction, has been treated as an hypothesis in the present effort; and, as such, has been submitted to test.

Various measures of job satisfaction were employed. The results of the analyses yielded the following information:

1. The hypothesis that there is a significant relationship between overall job satisfaction and individual job performance (successful secretarial performance) could not be supported by the data of the study. (See sub-section a.)
2. The hypothesis that there is a significant relationship between satisfaction with the secretarial profession and individual job performance (successful secretarial performance) could not be supported by the data of the study. (See sub-section b.)
3. The hypothesis that there is a significant relationship between satisfaction with the work group and individual job performance (successful secretarial performance) could not be supported by the data of the study. (See sub-section c.)

A discussion of these findings is presented below.

a. Overall Job Satisfaction. The basic measure of general job satisfaction called for the use of five questions which were modified forms of those used by Morse and Reimer.[7] The five questions were asked of all the secretaries. The questions were:

1. When you are at work, how does the time pass?
2. How do you feel about your job, does it rate as an important job?

3. How often do you get a feeling of accomplishment in the work you are doing?

4. How much opportunity does your job give you to do the things you do best?

5. Generally, how well do you like the work you are doing?

The interpretation of the influence that the measures of job satisfaction (produced by these questions) had on group mean secretarial success scores could best be termed "a mixed picture." The hypotheses that there would be significant differences between group mean success scores for those groups of secretaries who felt that time passed: very fast, fast, or slow on their jobs, could not be supported.

Table 46 shows the differences in group mean scores for those groupings of secretaries who felt that their jobs offered differing levels of feelings of accomplishment.

TABLE 46

GROUP MEAN SECRETARIAL SUCCESS SCORES ACCORDING TO GROUPINGS BASED ON THE QUESTION: HOW OFTEN DO YOU GET A FEELING OF ACCOMPLISHMENT ON YOUR JOB?

Accomplishment	Mean Success Score	n
Much	71.45	36
Some	72.89	82
Little	66.31	31
TOTAL	70.22	149

Although a significant difference in group mean success scores was found at the .05 level of significance the differences were not in the expected direction. That is, the group of secretaries who felt some accomplishment had higher success score averages than did the group that reported "much feeling of accomplishment."

In terms of Questions 2 and 4 (see previous page), significant differences were found at the .05 level, in group mean secretarial success scores, and they were in the expected direction. Entries in Tables 47 and 48 show success score averages for secretaries grouped on the basis of their responses to the questions shown in the titles.

TABLE 47

GROUP MEAN SECRETARIAL SUCCESS SCORES ACCORDING TO GROUPINGS BASED ON THE QUESTION: HOW DO YOU FEEL ABOUT YOUR JOB, DOES IT RATE AS AN IMPORTANT JOB?

Importance	Mean Success Score	n
Extremely Important	73.10	46
Important	71.21	86
Not Important	64.47	16
TOTAL	69.59	148

TABLE 48

GROUP MEAN SECRETARIAL SUCCESS SCORES ACCORDING TO GROUPINGS BASED ON THE QUESTION: HOW MUCH OPPORTUNITY JOB OFFERS TO DO THINGS YOU DO BEST?

Opportunity	Mean Success Score	n
A Lot	73.63	65
Some	71.00	51
A Little	66.52	30
TOTAL	70.38	146

Table 49 shows group mean secretarial success scores for groupings based on responses to the question shown in the title.

TABLE 49

GROUP MEAN SECRETARIAL SUCCESS SCORES ACCORDING TO GROUPINGS BASED ON THE QUESTION: HOW SECRETARIES LIKE THE JOB THEY DO?

How You Like Work	Mean Success Score	n
Like It Very Well	72.05	116
Like It	69.68	15
Like It Little	66.79	18
TOTAL	69.51	149

The group of secretaries who liked very much (a lot) the work they performed had a higher average success score than the other groups, but the differences between group means were not of sufficient magnitude to support the hypothesis of significance at the .05 level.

On the bases of the data reported in these tables, and their attendant analyses, the relationship between job performance and job satisfaction could not be considered to have been demonstrated. Of the five questions used in this measure of job satisfaction, one produced data that could not support the hypothesis of significant differences between group mean scores for any of the combination of secretarial groups submitted to test. Two questions produced significant differences in group mean success scores in the expected directions. One question showed _a_ significant difference between group means, but the direction of the difference was not as expected. The fifth question produced differences that were not of sufficient magnitude to support the "significance hypothesis" (although the differences were in the expected direction). It was on this basis, that it was agreed among members of the project team that there was insufficient reason to support the hypothesis that there was a positive relationship between job satisfaction and job performance found to exist on the bases of the data associated with this aspect of the study.

Another measure of general job satisfaction was also employed in the study. This method separated secretaries into two groups, "satisfied" and "dissatisfied," on the basis of the response to this question:

> "If you inherited a good deal of money and had enough to live comfortably for the rest of your life, would you continue to work?"*[8]

The use of this question produced a more sophisticated study of job satisfaction than would be true if the secretaries were asked whether they liked, or did not like, their jobs. This question avoids the psychological and social pressures causing respondents to indicate favorable attitudes toward job satisfaction when a less sophisticated question might be asked of them. This notion is supported by the fact that while 78 percent of the secretaries indicated that they like the work that they do very much when responding to Question 5 on page 154, only 60 percent indicated satisfaction on the basis of the question asked in the above paragraph.

The question (concerning inheriting money) in the Morris and Weiss Study, produced the following results with different occupational groups.

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*Question 29--Secretaries Instrument

TABLE 50

IF YOU INHERITED A GREAT DEAL OF MONEY AND HAD ENOUGH TO LIVE COMFORTABLY FOR THE REST OF YOUR LIFE, WOULD YOU CONTINUE TO WORK?[9]

Occupational Group	Affirmative Replies
Professionals	68%
Sales	59%
Managers	55%
Skilled Manuals	40%
Service	33%
Semi-Skilled	32%
Unskilled	16%

If it assumed that professional occupations are inherently more satisfying than manual occupations, then the data shown in the table would indicate a somewhat reliable measure of job satisfaction.

In the present study, 60 percent of the secretaries replied that they would continue to work. This finding was interpreted to indicate job satisfaction. The figure of 60 percent is quite large in relationship to those shown by Morris and Weiss, which may be a further indication that many secretaries seem to enjoy and are satisfied with their jobs. In terms of the hypothesis that job satisfaction is positively related to successful job performance, the differences between group mean secretarial success scores were not of sufficient magnitude for the groups who were, and were not satisfied with their jobs, to support the notion of "significance." Table 51 shows the group mean success scores for the two groups of secretaries, "satisfied" and "dissatisfied."

TABLE 51

GROUP MEAN SECRETARIAL SUCCESS SCORES GROUPED ACCORDING TO SECRETARIAL SATISFACTION WITH JOB

Response	Mean Success Score	n
Satisfied with Job	71.68	89
Dissatisfied with Job	70.63	57
TOTAL	71.26	146

Adding the information shown here to the results arising from five questions on the first measure of job satisfaction, it was further concluded that the hypothesis of significant relationship existing between general job satisfaction and job performance could not be supported. The results of the analyses to this point can be summarized in the following manner: "A secretary, satisfied with her job is not always a successful secretary, nor is a successful secretary always satisfied with her job." On the bases of these findings, it might be noted that attempts to raise individual secretarial performance by increasing job satisfaction does not necessarily guarantee the expected results. b. Satisfaction Toward Secretarial Profession. Two questions were asked of each secretary to determine if satisfaction, with regard to specific characteristics of the secretarial position (general liking for secretarial work and general satisfaction with the work group), would result in any significant differences in group mean secretarial success scores. Satisfaction toward the general field of secretarial work was measured by asking each secretary the following question:

> "If you had a chance to be employed in another type of job, would you like to continue working as a secretary?"*

The hypotheses of significant differences between group mean secretarial success scores for those groups of secretaries who answered the question either positively or negatively, could not be supported. Therefore, it was concluded further that the hypothesis regarding a significant relationship between secretarial success and general satisfaction toward the secretarial profession could not be supported.

c. Satisfaction With Work Group. In the context of attempting to determine if satisfaction with the work group in which secretaries might be employed would have a significant effect on secretarial performance, the degree of satisfaction with a work group was measured by the following question:

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*Question 28--Secretaries' Instrument

"If you had a chance to do the same kind of work for the same pay in another work group, how would you feel about moving?*

This question had been used to compute the cohesiveness level of the work group (see page) by averaging the scores of the individuals in the work group to produce a single index score for the entire work group. Katz and Kahn scored groups. The present study scored individuals and then used these individual scores to calculate the mean of the group.

Success score averages for those groups of secretaries with varying degrees of attraction toward the work group are shown in Table 52.

TABLE 52

GROUP MEAN SECRETARIAL SUCCESS SCORES ACCORDING TO GROUPINGS BASED ON RESPONSES TO THE QUESTION: IF YOU HAD A CHANCE TO DO THE SAME KIND OF WORK FOR THE SAME PAY IN ANOTHER WORK GROUP, HOW WOULD YOU FEEL ABOUT MOVING?

Response	Mean Success Score	n
Would want very much to move	74.10	4
Rather move than stay	66.21	6
Makes no difference	69.95	20
Rather stay than move	70.42	62
Want very much to stay	72.89	55
TOTAL	71.21	147

*Question 27--Secretaries' Instrument

The differences between the group mean success scores shown in the table were not of sufficient magnitude to support the hypothesis of significance. They were, however, in the expected direction, other than for the small group of secretaries (four of them) who would want very much to move to another work group. The expected direction would be that satisfaction within the work group would be related positively with successful secretarial performance. In an attempt to determine why the four secretaries with high success scores wanted very much to move to another work group, further analyses were conducted. Remembering this question, determined on the basis of responses by all members of the work group (the cohesiveness level), success scores were compiled by both the level of the group cohesiveness and the individual responses to the question about leaving the work group. Table 53 shows these results.

Entries in the table reveal some interesting points. First, in high cohesive work groups, the most successful secretaries (highest group mean score in that row) are those who most wish to remain in the group. Second, in low cohesive work groups, those secretaries who are the most successful (highest group mean score in that row) are those who most wish to leave the group. While the information in this table does not show that the secretaries who want to remain in the group are the most successful, it does indicate why in some cases successful secretaries may wish to leave the group. In general, it can be stated that there

TABLE 53

SECRETARIAL SUCCESS SCORE AVERAGES AND GROUP COHESION LEVEL BY: HOW WOULD YOU FEEL ABOUT MOVING TO ANOTHER WORK GROUP DOING THE SAME WORK FOR THE SAME PAY?

Group Cohesion Level	Want Very Much to Leave	Rather Move Than Stay	Makes No Difference	Rather Stay	Want Very Much to Stay	TOTAL
HIGH				68.37 n= 13	72.73 n= 29	71.42 n= 42
MEDIUM	60.10 n= 1	56.79 n= 2	74.21 n= 8	71.68 n= 22	75.37 n= 21	72.73 n= 54
LOW	78.79 n= 3	70.95 n= 4	67.10 n= 12	70.37 n= 27	63.42 n= 5	69.42 n= 51
TOTAL	74.10 n= 4	66.21 n= 6	69.95 n= 20	70.42 n= 62	72.89 n= 55	71.21 n=147

is a complex relationship between success, group cohesiveness, and individual attraction to the group.

Section 9

Characteristics of the Work Group

Behavioral scientists have recognized the importance of "the group" as it affects individual behavior since the late 1920's. Various publications and a number of studies have revealed the inner-workings of the group and the relationships of the work group with other variables. Other studies have pointed out how these relationships might have effects on industrial production. Behavioral scientists at the University of Michigan have published studies analyzing the effects of work groups and their characteristics on industrial production. These studies have been summarized by Katz and Kahn.[10] Other studies related to "groups" have been summarized by Cartwright and Zander.[11]

One of the studies conducted by Katz and Kahn for the Prudential Insurance Company. One objective of this study was to determine the relationships between work groups and productivity. A number of the findings of this effort were of interest to the present study effort. It should be noted, however, that their findings are in terms of total group producitivity rather than individual productivity. The findings from the Prudential Study dealt both with supervision and the attitudes of workers toward the work group. One of the main findings of this effort was that employees in high production groups tended to possess more favorable attitudes toward their work group. It was also found that members of high producing groups felt that their groups compared more favorably, than did other work groups in the company, with a number of standards. Katz and Kahn state that while these high ratings might have been a simple reflection of the actual objective truth, i.e., the group is a high producing group, they also maintain that there is a possibility that high involvement in the work group and high feeling toward the work group might also have been a cause of high productivity. It was also found that favorable ratings toward the work group made by supervisors were also significantly related to successful group performance.

The present study attempted to determine whether the types of relationships studied by Katz and Kahn, held true when individual job performance was considered instead of total group performance. In other words, the effect of the work group on individual productivity was studied. Using modified forms of questions taken from the Prudential Study (as well as from other studies), the following results were obtained:

1. There is insufficient evidence to support the hypothesis that successful secretaries have more favorable attitudes toward the work group than do unsuccessful secretaries. (See sub-section a.)
2. Supervisors of successful secretaries, however, do indicate more favorable attitudes toward the work group than do supervisors of less successful secretaries. (See sub-section a.)
3. Successful secretaries are felt to be more a part of the work group than less successful secretaries. (See sub-section b.)

4. In terms of the measure of group cohesion used in the present study, the hypotheses of significant differences between group mean success scores for the classifications of high, medium, and low cohesion groups, could not be supported. (See sub-section b.)

5. Those secretaries chosen as work oriented leaders were more successful than those not chosen. (See sub-section c.)

6. The hypothesis that those secretaries chosen as social oriented leaders would be significantly more successful than those not chosen, could not be supported. (See sub-section c.)

A discussion of these findings is presented below.

a. Attitude Toward Work Group. Both supervisors and secretaries were asked to rate their work group on the following question:

> "Thinking about secretarial staff in general, would you say that the secretarial staff right here in this office could best be described as: well above average, a little above average, average, a little below average, well below average?"*

Table 54 shows the secretarial success score averages in terms of both secretaries' and supervisors' responses to this question.

The entries in this table were analyzed, and it was found that the hypotheses of significant differences between group mean success scores for those groupings of secretaries who themselves rate the work group in various ways could not be supported. For supervisor ratings, however, the group of secretaries whose supervisors rated the work group well above

TABLE 54

MEAN SECRETARIAL SUCCESS SCORES BY SECRETARIES' AND SUPERVISORS' RATING OF GROUP

Group Rating	Mean Success Score (by Secretary)	Mean Success Score (by Supervisor)
Well above average	72.95 (n=51)	75.95 (n=51)
Little above average	70.31 (n=68)	73.79 (n=68)
Average to below average	70.79 (n=27)	60.84 (n=27)
TOTAL	71.26 (n=146)	71.26 (n=146)

average are more successful than the group of secretaries whose supervisors rated the work group average to below average. In other words, the differences between group mean "success" scores were significant for supervisors' ratings.

Two other questions were asked of both secretaries and supervisors. These questions were also modified forms of those used in the Prudential Study. They were:

1. "To what extent do the members of the work group get things done as a work team?*
2. "To what extent do the members of the work group get along with each other?"**

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*Question 17--Secretaries Instrument

**Question 18--Secretaries Instrument

In terms of the secretaries who were grouped according to the way they rated the work groups (e.g., well above average), the hypotheses of significant differences between mean "success" scores for the groups could not be supported.

For supervisors, classed according to the way they rated work groups, the hypotheses of significant differences between secretarial success score means were supported. In this context, it was found that secretaries working for supervisors who rated the work group higher were more successful.

The Prudential Study also determined that members of high producing work groups tended to rate their groups higher when comparing them with other work groups in the same company. This finding was also found to be true for supervisors' ratings of the work groups in the present study.

The present study, it should be remembered, was designed (in part) to determine if the influences found in the Prudential Study were true for individual job performance. The following three questions were used in the insurance company study as well as in the present one:

1. How does the work group compare with work groups here at the company in the way that people get along together?*
2. How does this work group compare with work groups here at the company in the way that people stick together?**
3. How does this work group compare with work groups here at the company in the way that people help each other on the job?***

Responses to each of these three questions revealed the same pattern that was found in the overall ratings of the work group. In each case, the supervisors of "successful" secretaries felt that their work groups compared more favorably with company standards, than did supervisors with "less successful" secretaries. These relationships, however, were not found in the ratings made by "successful" and "less successful" groups of secretaries. The tables from which these data were taken are in Appendix G.

Katz and Kahn[12] indicated that workers from high producing groups were felt to be more a part of the work group than individuals in less successful groups. This notion was examined by attempting to determine whether "successful" secretaries would be considered more a part of their work

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*Question 19--Secretaries Instrument

**Question 19a--Secretaries Instrument

***Question 19b--Secretaries Instrument

group than would "less successful" secretaries. Each secretary was rated by her peers as to the extent she was felt to be a part of her work group.

Approximately one-half of the peer ratings indicated that the secretary was an integral part of the work group, while the other half indicated feelings that the secretary was readily accepted as part of the work group. The average success score of the group of secretaries rated as being an integral part of their work group was 71.31, while the group of secretaries less accepted as part of the work group had an average success score of 68.58. This finding tended to confirm the findings for groups reported by the Katz and Kahn Study, but in this case, for the individual, that is, individuals who are felt to be more a part of the work group are individuals with higher job performance.

b. Group Cohesiveness. Generally, studies on work groups and productivity have shown a relationship between group cohesiveness and productivity. In terms of the measure of cohesiveness used in this study (See Chapter II), the hypothesis of a significant relationship between these variables could not be supported.

Table 55 shows the group mean success scores for those secretaries who are members of groups of differing degrees of cohesiveness. In general, it was found that "successful" secretaries in high cohesive groups wanted very much to stay in their groups, while "successful" secretaries in low cohesive groups wanted very much to leave their groups. The

TABLE 55

GROUP MEAN SECRETARIAL SUCCESS SCORES ACCORDING TO THE TYPE OF COHESIVENESS OF GROUPS IN WHICH SECRETARIES WORK

Group	Mean Success Score	n
High Cohesive	71.42	42
Medium Cohesive	72.73	54
Low Cohesive	69.47	53
TOTAL	71.21	149

reverse relationship was found to be true for those groups of secretaries termed "less successful."

c. Informal Leaders. Another characteristic of work groups of interest to the present study was the one pointed out by Bales and Slater.[13] They noted that there were two types of leaders in informal groups: (1) task oriented, and (2) help oriented.

The hypothesis tested in the present study was that those groups of secretaries that were chosen as task oriented leaders, or both, would be more "successful" than those secretaries who were not chosen. Two questions were employed to obtain data for the attendant analyses. First, each secretary was asked:

"If scheduling problems were not present, would you choose to go out with someone in your work group?"*

Those secretaries who replied affirmatively to this question were then asked, "which person?" The second question was,

"If you ran into difficulty with your work, who in your work group, other than your supervisor, would you ask for help?"**

There was a group of 86 secretaries chosen by other members of the work group as a person with whom they would want to go to lunch; another group of 63 were not chosen as such. The hypothesis of a significant difference between the average success scores for these two groups of secretaries could not be supported by the data of the study.

There was a group of 53 secretaries chosen as persons who would be asked by others for help; a group of 96 was not chosen. Average secretarial success scores for this group of 53 persons (considered as work oriented leaders) was 74.05. Mean success scores for the group of 96 secretaries not chosen as such was 69.95. A highly significant difference between these group means was found at the .01 level, to support the notion that the group of secretaries chosen as a person to aid others are a more successful group of secretaries.

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*Question 25 Secretaries Instrument

**Question 26 Secretaries Instrument

Section 10

Supervision

The nature of leadership and the question of group performance are dimensions that have been investigated by researchers over a long period of time. Early work on leadership[14] shows that the same group of people will behave in different ways when operating under leaders who behave differently. Subsequent research has supported this general conclusion.

Katz and Kahn[5] studied a number of relationships between supervisors' behaviors and group performance. The following conclusions (extracted from many others) which they drew were considered to be relevant to the present study:

1. Supervisors of high performing groups do less detailed supervision.
2. Supervisors of high performing groups are more employee oriented and are interested in their employees.
3. Supervisors of high producing groups are more reasonable.
4. Supervisors of high performing groups delegate authority to others.

It is important to note that these conclusions are in terms of overall group performance.

The present study was designed (in part) to investigate whether these relationships would be present when individual job performance was substituted for overall group performance. The results of the analyses of the data in the present study were:

1. The hypothesis that a significant relationship existed between the secretaries attitudes on how well her supervisor supervised and her individual success scores could not be supported. (See sub-section a.)

2. There was a slight relationship between closeness of supervision and secretarial success. Secretaries who are closely supervised are less successful. (See sub-section a.)

3. Secretaries who felt that their supervisor was very reasonable were significantly more successful than secretaries who felt that their supervisors were less reasonable. (See sub-section a.)

4. There is a relationship between the secretary's overall attitude toward her supervisor and secretarial success. Secretaries who like their supervisors are more successful. (See sub-section a.)

5. Secretaries who felt that their supervisor's transfer would be beneficial to the group were less successful than secretaries who felt such a transfer would be detrimental. (See sub-section a.)

6. The hypothesis that the personality traits of supervisors considered independently, had a significant influence on successful secretarial performance could not be supported. (See sub-section b.)

7. Supervisors scores on two dimensions of leadership behavior, structure and consideration, were found to not have a significant influence on individual secretarial performance. (See sub-section c.)

8. In summary, it was concluded that supervision is related to individual secretarial performance, but to a lesser degree than is true for total group performance. (See sub-section c.)

A discussion of these findings follows.

a. Secretaries' Attitude Toward Supervisory Relationship.

A number of questions used in the Katz and Kahn study were used in slightly modified form in the present study, and were asked of all secretaries. Two questions were asked to obtain the secretary's rating on how well her supervisor supervised.

These two questions were:

1. "Does you immediate supervisor make it clear to you what is to be done when you are given work?"*
2. "How well does your supervisor explain new jobs and methods that come along?"**

Based upon groupings of secretaries resulting from their indications of how well they feel their supervisors supervised, the hypothesis of significant differences between group mean secretarial success scores could not be supported.

Katz and Kahn pointed out that supervisors of more successful groups tended to use less detailed supervision, that is, groups with high performance were under less close supervision. In order to probe this area in the present study, the following question was asked (as a measure of closeness of supervision):

"To what extent does your supervisor allow you the freedom to accomplish your work in your own way, free of detailed suggestions?"***

The relationship that Katz and Kahn found applied to total

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*Question 47--Secretaries Instrument

**Question 48--Secretaries Instrument

***Question 49--Secretaries Instrument

group performance. On the basis of their finding, it could be expected that, for individual performance, more successful secretaries would feel that their supervisors allowed them a greater degree of lattitude in accomplishing their work. The differences that appeared between the respective group mean success scores were in the expected direction, but overall the hypothesis of significance could not be supported.

The differences in average success scores, however, between the group of secretaries who felt their supervisors seldom or never allowed them to do the work their own way and the other group was found to be significant. Table 56 shows the group mean success scores for groups of secretaries classified according to their response regarding the closeness of supervision by their supervisors.

TABLE 56

GROUP MEAN SUCCESS SCORES FOR GROUPINGS OF SECRETARIES BASED UPON THEIR RESPONSE TO: TO WHAT EXTENT DOES YOUR SUPERVISOR ALLOW YOU THE FREEDOM TO ACCOMPLISH YOUR WORK IN YOUR OWN WAY FREE OF DETAILED SUGGESTIONS

Response	Mean Success Score
Almost Always	71.73 n= 92
Most of the Time	71.47 n= 42
Seldom or Never	67.10 n= 15
TOTAL	71.21 n=149

In terms of the characteristic of supervisors called, "closeness of supervision," the relationship that holds for overall group performance is indicated in terms of individual job performance, although the overall differences in individual performance were not of sufficient magnitude to support the hypothesis of significance.

Katz and Kahn found that supervisors of high performing groups showed more interest in their employees. Each secretary was asked the following question:

> "Some supervisors seem to be interested in their employees as individuals first and secondly as people to get work done; other supervisors put the thing the other way around. To what extent is your immediate supervisor interested in you as a person?"*

Here too, the group of secretaries who reported their supervisors were very much interested in them as persons had a higher average success score than did the group who felt their supervisors were only fairly interested or not interested in them at all as a person. The average success scores for the two groups of secretaries, respectively, were found to be: 72.16 for the former, and 70.37 for the latter. Here too, however, although the differences were found to be in the expected direction, the hypothesis of significance could not be supported.

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*Question 50--Secretaries Instrument

Another conclusion of Katz and Kahn was that supervisors of high producing groups were more reasonable than other supervisors. This hypothesis was examined for individual secretarial performance. Each secretary was asked:

> "How reasonable would you say your immediate supervisor is in what he expects of you?"*

The group of secretaries who felt their supervisors were very reasonable were more successful than the group who felt their supervisors were less reasonable. These differences were found to be both significant and in the expected direction. Entries in Table 57 show the responses to this question.

TABLE 57

GROUP MEAN SUCCESS SCORES ACCORDING TO GROUPINGS BASED ON SECRETARIES' RESPONSES TO THE QUESTION: HOW REASONABLE WOULD YOU SAY YOUR IMMEDIATE SUPERVISOR IS IN WHAT HE EXPECTS OF YOU?

Response	Mean Success Score
Very Reasonable	72.58 n=111
Moderately Reasonable	67.10 n= 38
TOTAL	71.21 n=149

*Question 51--Secretaries Instrument

Overall liking for the supervisor was measured by the following question:

> "How would you feel if your supervisor were transferred to another department in the company?"*

The results of the responses to this question are shown in Table 58. These entries indicate that the group of secretaries who would want their supervisor to remain in their work group are those who are more successful. The differences that appear place the hypothesis of significance "in doubt," i.e., the findings are not significant at the .05 level, but are significant at the .10 level.

A sub-sample of secretaries were also asked,

> "What would be the effect of the supervisor's transfer from the work group?"**

That group of secretaries who said their supervisor's transfer would be detrimental to the work group had a success score average of 75.58. The group who said it would be beneficial had a success score average of 68.00.

Differences were also examined in terms of whether the work group in which the secretary was a member was considered high or low in cohesion. In terms of high cohesive work

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*Question 51--Secretaries Instrument

**Question 30a--Secretaries Instrument

TABLE 58

GROUP MEAN SUCCESS SCORES ACCORDING TO GROUPINGS BASED ON SECRETARIES' RESPONSES TO THE QUESTION: HOW WOULD YOU FEEL IF YOUR SUPERVISOR WERE TRANSFERRED TO ANOTHER DEPARTMENT IN THE COMPANY?

Response	Mean Success Score
Want very much for Supervisor to stay	73.52 n= 67
Rather have Supervisor stay	70.68 n= 45
Makes no difference	68.47 n= 29
Rather have Supervisor transferred	61.63 n= 4
Want very much for Supervisor to be transferred	63.73* n= 2
TOTAL	71.21 n=147

*NOTE: The mean success score of 63.73 for that group of secretaries who would want very much for their supervisor to be transferred is affected by one secretary who indicated she wanted her supervisor transferred because it would mean a promotion for him, and she did not want to stand in his way for further achievement in the company. This secretary had a success score of 76.31, while the other secretary who truly indicated the desire to have her supervisor removed had a success score of 61.10. If this secretary indicating a real liking toward her supervisor had been eliminated from the group that wanted their supervisors transferred, the total influence would have been in the expected direction.

groups, the relationship was that in which less successful secretaries felt the supervisor's transfer would be beneficial to the work group. In low cohesive work groups, however, the secretaries who felt the supervisor's transfer would be beneficial to the work group were those considered to be the most "successful."

In general terms, it was concluded that the attitudes of secretaries toward the supervisory relationship do indeed affect individual job performance, i.e., secretarial performance. The relationships, however, do not hold for all the dimensions which Katz and Kahn found to be related in examining overall group effectiveness.

b. Traits of Supervisors. The approach employed by Katz and Kahn in measuring workers' attitudes toward their supervisors is but one of many approaches that have been used in analyzing the effect of leadership on group and job performance. Other researchers have emphasized the traits or dimensions of successful supervisors. It has already been pointed out in terms of certain personality traits of supervisors with types of traits different from their own. Especially when the traits of the secretaries were not considered as significant to major decision-making. In this context, these traits of the supervisor were found to have little effect on "successful" secretarial performance.

c. Dimensions of Leadership Style. Another approach of analyzing supervisory behavior is in terms of a number of leadership dimensions. In early studies, researchers assumed that employee orientation and management orientation were at opposite ends of a single continuum. This assumption has been treated as a hypothesis in other studies and, as such, has been submitted to test. Edwin A. Fleishman developed an instrument which pointed out that these two orientations, rather than being on a single continuum were indeed two different dimensions.[15] A questionnaire developed by him was administered to each supervisor participating in the present study. This questionnaire, the Leadership Opinion Questionnaire, is made up of 40 questions to which the supervisors respond to how a supervisor should act. This instrument provided two scores, a score on _structure_, and a score on _consideration_. The two independent scores are defined as follows:

> _Structure_ - Reflects the extent to which an individual is likely to define and structure his own role and those of his subordinates toward _goal attainment_. A high score on this dimension characterizes individuals who play a more active role in directing group activities through planning, communicating information, scheduling, criticizing, trying out new ideas, etc.
>
> _Consideration_ - Reflects the extent to which an individual is likely to have job relationships characterized by mutual trust, respect for subordinates' ideas, consideration of their feelings, and a certain warmth between supervisor and subordinates. A high score is indicative of a climate of good rapport and two-way communication. A low score indicates the supervisor is likely to be more impersonal in his relations with group members.

Fleishman, in his studies, has shown that there is little correlation between the scores on these two dimensions. In the present study, a correlation of -.0676 between the two dimensions was found. This value was not of sufficient magnitude to support the hypothesis that it was significantly different from .0. To this extent, the findings of the present study confirmed Fleishman's conclusion.

It is generally believed that high scores on both of these dimensions are associated with successful supervisory behavior and therefore, increase worker productivity and effectiveness. Based upon the findings of the present study, these conclusions are placed in doubt. The 149 secretaries were divided into two groups on the basis of whether their supervisors scored high or low on each of these dimensions. A group of 78 secretaries worked for supervisors rated low on consideration; and a group of 71 worked for supervisors that were rated high on consideration. A group of 73 secretaries worked for supervisors scoring low on structure; while a group of 76 secretaries worked for supervisors scoring high on structure. The hypotheses that there would be significant differences between the average success scores for the group of secretaries working for supervisors scoring high or low on consideration or high or low on structure, respectively, could not be supported. Entries of Table 59 show average secretarial success scores by degree of consideration and structure of the supervisors on the Leadership Opinion Questionnaire.

TABLE 59

GROUP MEAN SECRETARIAL SUCCESS SCORES BY GROUPINGS RESULTING FROM SCORES OF SUPERVISORS ON THE LEADERSHIP OPINION QUESTIONNAIRE

	Supervisor's Rating		
Leadership Dimension	High	Low	Total
Structure	71.31 n= 76	71.10 n= 73	71.21 n=149
Consideration	70.84 n= 71	71.52 n= 78	71.21 n=149

The data included in this table were analyzed and it was found that whether the supervisor scored high or low on either or both dimensions, the hypotheses of significant differences between group mean secretarial success scores could not be supported. Of the 40 individual questions making up the Leadership Opinion Questionnaire (Questions 23-62 Supervisor's Instrument), five questions produced results that led to significant differences between group mean secretarial success scores for those groupings of secretaries working for supervisors in a grouping of high and low, respectively. It is interesting to note that only two of these five questions showed differences in an expected direction. Tables 60 and 61 show the average secretarial success scores for the groups of secretaries working for supervisors grouped according to their responses and the two questions under consideration:

TABLE 60

GROUP MEAN SECRETARIAL SUCCESS SCORES BY SUPERVISOR'S RESPONSE TO: HOW OFTEN SHOULD A SUPERVISOR EMPHASIZE MEETING DEADLINES?

Supervisor's Response	Number of Secretaries Whose Supervisors Responded	Mean Success Score
Always	73	73.42
Often	59	69.21
Occasionally	16	67.89
TOTAL	148	71.14

TABLE 61

GROUP MEAN SECRETARIAL SUCCESS SCORES BY SUPERVISOR'S RESPONSE TO: HOW OFTEN SHOULD A SUPERVISOR TALK ABOUT HOW MUCH SHOULD BE DONE?

Supervisor's Response	Number of Secretaries Whose Supervisors Responded	Mean Success Score
A Great Deal	20	73.47
Fairly Often	51	71.84
To Some Degree	65	71.58
Very Little	13	63.00
TOTAL	149	71.17

The data for the other three questions that produced responses leading to significant differences between group mean secretarial success scores are included in tables in Appendix H.

Since there were two types of ratings on the supervisory relationship, i.e., those produced by the secretaries, and those of the supervisors, cross tabulations were made between the two sources of ratings in terms of individual secretarial performance. The hypotheses of significant differences between respective secretarial success score group means (other than those reported previously), could not be supported by these data. Other items dealing with the supervisory relationship, however, did show interesting results. For example, the question measuring the secretary's feelings about the supervisor's consideration, yielded the distribution shown in Table 62.

TABLE 62

GROUP MEAN SECRETARIAL SUCCESS SCORES BY SECRETARY'S RESPONSE TO: TO WHAT EXTENT IS YOUR IMMEDIATE SUPERVISOR INTERESTED IN YOU AS A PERSON?

	Supervisor		
Secretary Feels Supervisor	High on Consideration	Low on Consideration	Total
Very much Interested	52% n=37	39% n=31	46% n=68
Fairly Interested	47% n=33	51% n=40	49% n=73
Not Interested	1% n=1	9% n=9	5% n=5

From the data shown in this table, it appears as if secretaries' ratings of their supervisor on the dimension of consideration are related to the score on consideration obtained by the supervisors.

Another point of interest is that 29% of the secretaries whose supervisors scored low on consideration would rather see the supervisors transferred or would not care if they were transferred. This finding provided some indication that both sets of questions, the five questions administered to the secretaries as well as the total Leadership Opinion Questionnaire administered to the supervisors, might be valid measures of the dimensions that they were designed to measure. Overall, the relationship between supervision and level of individual job performance, i.e., secretarial success, was found in the present study to a less degree than it was when only the relationship of supervision and total work group effectiveness was considered as was the case in certain other studies.

CHAPTER III

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The Personal Secretary, 1946
The Analysis of Secretarial Duties Thirty Years Later

[4] *The Measurement of Meaning*, 1957

[5] *Work and Motivation*, 1964, p. 181

[6] *Ibid*., pp. 184-185

[7] *Journal of Abnormal and Social Psychology*, 1956, Vol. 52, pp. 120-129

[8] *American Social Review*, Vol. 20, p. 197

[9] *Ibid*.

[10] *Social Psychology of Organizations*, Chapter 29

[11] *Group Dynamics*, 1960

[12] Leadership Practices and Relationships to Productivity and Morale

[13] *Family Socialization and Interaction Process, 1955*

[14] Leadership Practices and Relationships to Productivity and Morale

[15] *Leadership Climate and Supervisory Behavior*, 1951
Journal of Applied Psychology, 1953, Vol. 36, pp. 1-6
Ibid., pp. 153-158

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The focus of this pilot study has been on the determination of factors that are associated with the successful adaptation of the secretarial/stenographic worker to her expected role. For purposes of this study a special definition of the secretary has been developed since, as in the case of other researchers in this field, it was found impossible to clearly differentiate between a secretary and a stenographer.

The current study is concerned primarily with the interactionistic factors that may affect the adaptation of the employee to her role. It was also concerned, to a degree, with the duties of a secretary as have been the emphases in previous studies in this field.

The specific objectives of the present study are:

1. Identify successful secretaries, i.e., those who have adapted successfully to the secretarial role.
2. Analyze which variables contributed to or were associated with secretarial success.
3. Identify factors relevant for the education and training of secretaries.
4. Develop possible variables and research designs that might be utilized in subsequent studies in this subject area.

For the purposes of this study, our determination of success briefly stated is:

> A secretary was rated as "successful" in this study when respondents "thought" she was successful. Success scores were based on subjective ratings of a secretary's performance made by herself, her peers, and her supervisor. These ratings were then weighted, with the highest weight (4) being accorded to the supervisor's judgment, the next highest (2) to the peer, and the lowest value (1) to that of the secretary/stenographer.

Although the original proposal, from which this project stemmed, anticipated data collection from work groups in a variety of businesses and from a variety of sizes of work groups, it was found upon investigation that this procedure had to be amended. All data were collected from secretarial employees, their immediate supervisors, and other clerical workers in their work group within a single public utility company--The Mighigan Bell Telephone Company. All data were collected in the Detroit Metropolitan Area.

These data will provide business-teacher educators and others concerned with the preparation of secretaries with "clues" to factors which are being overlooked or overemphasized in current training programs. These data may also provide other researchers with questions that may lead to additional research. Research, for example, concerning the actual duties performed and the relevancy of the current training programs that presumably encompass the necessary skills and knowledges for secretaries to successfully perform these duties.

Because this is a pilot study, it has deviated to a considerable degree from the traditional "duty and trait analysis" studies. While these factors have not been overlooked, more emphases have been placed upon the social characteristics of the individuals comprising the group and the influences of these characteristics upon the successful adaptation of the secretary to her expected role.

The first three chapters of this report have presented the purposes, procedures, and major findings. Chapter III was divided into ten sections. Each section contained from four to fourteen findings with the supporting data for each of these findings. A total of 70 findings were discussed in detail in the preceding chapter. Chapter IV presents some of the major conclusions and several recommendations which seem appropriate in terms of the data available from our field investigations.

The conclusions which follow, evolved from the data previously enumerated and discussed. The conclusions that have been extracted from these data are the ones which the Principal Investigator felt were of key importance to those concerned primarily with the in-service and pre-service preparation of secretarial workers. Other business educators may feel that they would have arrived at different conclusions based upon the same data. Furthermore, other researchers may have placed more emphasis on the social-psychological factors involved in the work groups which were studied.

The reader is urged to review carefully each of the instruments (Appendices B, C, and D) used for data collection before arriving at other possible conclusions from these data.

Conclusions

The conclusions which follow are based upon both objective and subjective data (or beliefs) secured from three types of employees: the secretary herself, her immediate supervisor, and her peers or co-workers. Obviously, the manner in which the questions in the instruments were constructed affected the way the respondent answered each question.

Consequently, one of the major general conclusions of this study is that other researchers should remember the pilot nature of the present study if replication of any or all parts are anticipated. The interrelationship between the three instruments and the questions within each instrument should be re-analyzed to determine where more effective wording or alternative procedures might be utilized.

The second major general conclusion is that the objective data that were available on specific secretarial skills such as shorthand, typewriting, spelling, and intelligence, raise questions concerning the emphases placed upon these factors by educators, training directors, and personnel specialists. These three groups are prone to place primary emphasis in training, grading, and hiring on measuring gross skills, i.e., "words per minute." Perhaps the application of these skills in a realistic setting should be the focus of those concerned with training and hiring secretaries. No positive relationship was found between the number of semesters of typing and shorthand and success.

The third general conclusion is that the data discussed herein is primarily *group* data. Most scores represent the feelings, beliefs, or findings of *a group*--not specific individuals within a given group. While few *specific* factors associated with secretarial success were identified in this pilot study, a number of specific factors were isolated which apparently *do not influence* the secretary's adaptation to her role. A few of these factors are: a negative relationship exists between age and secretarial success; the number of business courses do not affect the secretary's success; secretaries who take more than one year each of shorthand and typing *are not* more successful than those who took *only* one year of each subject; experience as a secretary does not necessarily mean greater secretarial success; *objective* ratings of high typing speed/accuracy score and intelligence score do not demonstrate a significant relationship to secretarial success.

The following are 20 specific conclusions that are based upon the personal judgment of the Principal Investigator after careful analysis of the data described in Chapter III and in appropriate appendices. These conclusions *are not* listed in order of priority. Each conclusion should provide the reader with one or more questions, or should suggest some possible additional avenues for research. Supporting data for each conclusion have been given in Chapter III, or an appropriate appendix.

1. There are certain enduring beliefs about the role of the secretary. These beliefs are that the secretary who is successful has these characteristics:

    a. To please and to assist her boss
    b. to assume responsibility
    c. to get her work done
    d. to have a pleasing personality
    e. to show interest in her work
    f. to possess high levels of secretarial skills, particularly in typewriting and shorthand.

Some of these beliefs were not substantiated by the pilot study.

2. Secretarial success does not increase linearly with the age of the secretary. The data demonstrate that there is a negative relationship between age and secretarial success for the highest level secretarial positions.

3. The social class of the secretary seemed to be a factor in the success of the secretary. Secretaries from "white collar" families with more than a high school education were rated lower in secretarial success than those secretaries from those "blue collar" families who have more than a high school education.

4. Job satisfaction does not affect a secretary's success. There are no significant differences between secretarial success and general satisfaction toward the secretarial profession.
5. Shorthand skill is necessary to attain secretarial success, but success as a secretary was not a function of greater success for a greater number of shorthand courses taken. Secretaries with no shorthand were the lowest group in success: those with more than two years (four semesters) of shorthand were the next lowest group.
6. Neither high school grades nor post-high school grades had a significant effect on secretarial success--and the differences in success scores were not a factor of IQ.
7. There was a significant difference in the secretarial success rating when the data on the secretaries were analyzed by the type of post-high school educational institution attended by secretaries.
8. Work experience, either as a secretary or in work experience other than as a secretary, had no significant effect on secretarial performance.
9. There is no accord between the subjective and the objective evaluations of secretarial skills by the raters in this study.
10. Basically, the duties performed by the secretaries in this study are the same as those performed by

secretaries in previous studies. However, significant differences do appear between the top ten duties in this study and the top ten duties in the Pittsburgh Study.

11. Generally, the more duties a secretary performs, the higher her "success" rating.
12. Tests of secretarial skills and general intelligence, given as prerequisites to hiring, are not significantly related to secretarial success.
13. Successful secretaries were those whose contribution was rated as vital to the organization, who performed more job duties, or made minor, as compared to major, decisions.
14. The work situation, rather than the emphasis upon development of one's personality traits, is a major determiner of the degree of success. It does not always appear that emphasis upon personality development is the most effective method of preparing young people to perform adequately in job situations. Generalized attitudes and traits, such as energetic, decisive, flexible, initiating, confident, organized, and accurate are the traits of the highly successful secretary.
15. There is a complex relationship between success, group cohesiveness, and individual attraction to the work group. A satisfied secretary is not always a successful secretary nor is a successful secretary always satisfied with her job.

16. The type and nature of supervision afforded to secretaries has some effect on the degree of success which they would exhibit in that position. And, supervisors of successful secretaries indicate a more favorable attitude toward the work group than do supervisors of less successful secretaries.
17. The image and the reality of the successful secretary is toward a work orientation rather than a social orientation.
18. The social characteristics, such as marital status, sex, age, education, ethnic background, and social class of secretaries play a major role in affecting secretarial success.
19. Secretaries who majored in business in high school were significantly more successful, although neither the number of typing courses nor the number of semesters of business courses taken in high school significantly affected the success rating of the secretaries.
20. The type and nature of supervision given secretaries has some effect on the degree of success which they achieve in their positions. The relationship between supervision and individual job performance is extremely complex and it should be noted that the present study effort, at best, has touched upon only part of the relationship.

Recommendations

One of our primary concerns in undertaking this pilot study was to identify variables and suggest research that might lead to more effective secretarial curricula. The following are some general recommendations that would lead future researchers toward this goal.

1. The present study should be replicated (with possible revisions in the instrument as previously indicated) in a variety of firms selected on the factors of size and type of business.
2. A similar study should be initiated in work groups consisting of only two employees--supervisor and secretary. This study was focused on the work group and the interactionistic factors that affected the secretary's adaptation to her role. By definition, a work group had to have three or more employees.

   This definition precludes an analysis of a type of work group that is found especially in a small business (i.e., an individual supervisor with an individual secretary and no other co-workers). Since there is some evidence that the personality characteristics of the supervisor affect the success of the secretaries, it is suggested that these personality characteristics might also be a factor in a work group composed of only two employees.

3. In view of the significant relationship between the personality characteristics of supervisors and secretaries and the significant influence these have on secretarial success, it is suggested that secretarial teachers and personnel departments might test prospective employees on their personality characteristics and "match them" with supervisory personnel that have complimentary characteristics.
4. The present study as well as several other recent studies[1] raises a question in the mind of the Principal Investigator concerning the emphases on personality skills (interpersonal relationships) in secretarial pre-service and in-service training programs. The previously mentioned studies have pointed out that more people lose their jobs because of inability to do the work than because of their inability to get along with co-workers.

   The secretaries and the other clerical workers in the present study, for example, emphasized the importance of "personality" whereas the supervisors placed much more emphasis on secretarial skills and the ability to get the job done.

   It is suggested that those responsible for secretarial training programs should become more cognizant that interpersonal relationships or "personality" factors, per se, do not have the influence on success that was formerly believed. Matching employers and employees who have compatible personality characteristics may be a different story.

5. Curriculums which contain more than one year each of shorthand and typewriting should be questioned by administrators and businessmen. School personnel should determine the relationship between their curriculums and the degree of success achieved by their graduates.
6. Personnel departments should cease:
    a. Giving typewriting tests to prospective clerical employees since there is no reported relationship between years of typing, or typing speed, and success. Furthermore, this artificial requirement by businessmen adversely influences the high school typewriting programs to the extent that in many instances the instructor (and the student) are only concerned with the individual's mechanical skills (words per minute).
    b. Giving shorthand tests and/or requiring shorthand when the skill is not immediately used by the employee as one of his job skills. Again, no reported relationship between years of shorthand, or speed of taking dictation, and success has been observed.
7. While secretaries in this study apparently perform the same type of duties as were found in previous

studies there is still a need to define more precisely the major duties (and their frequency) performed by secretaries (as opposed to clerks or stenographers). Furthermore, some method must be devised to weight the "qualitative factors" that allegedly distinguish a secretary and a stenographer when they are apparently performing the same type of activities.

It is recommended that an instrument such as the one currently being used as part of the National Secretaries Association (International) Membership Application blank be used in future studies (See Appendix I). It is further recommended that such studies consider using NSA's definition of a secretary (see specimen in Appendix E) as well as using the duties from this association's "Profile Study."[2]

8. A massive, national study should be initiated to determine if the role of the secretary is changing because of general changes in our society and specific changes in the operation of the business office.

CHAPTER IV

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"The Professional Secretary in Texas--A Profile," pp. 154-57.

[2] "Membership Application Profile Study," 1966.

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APPENDIX A

Proposal

AMENDED PROPOSAL

SUBMITTED TO THE U.S. COMMISSIONER OF EDUCATION
UNDER THE PROVISIONS OF SECTION 4 (C)
OF THE VOCATIONAL EDUCATION ACT OF 1963

PROJECT TITLE: Factors Associated With Successful Adaptation To The Secretarial/Stenographic Role

U.S.O.E. Proposal Number: 6-1825 (503)

APPLICANT: Wayne State University
Address: Detroit, Michigan 48202
Telephone Number: Area Code 313 833-1400

INITIATED BY:
Fred S. Cook, Chairman
Business and Bistributive Education
College of Education
Wayne State University
Detroit, Michigan 48202

Area Code 313 833-1400, Ext. 7162

TRANSMITTED BY:
Olin Thomas, Vice-President and Treasurer
Office of The Treasury
Wayne State University
Detroit, Michigan 48202

Area Code 313 833-1400, Ext. 333

FEDERAL FUNDS REQUESTED: $92,609.00

DURATION: 1 March 1966 to 1 March 1968: 24 Months

DATE TRANSMITTED: 31 January 1966

OLIN THOMAS, Vice-President
and Treasurer
Office of The Treasury

FRED S. COOK, Chairman
Department of Business and
Distributive Education

LW: October 25, 1967

INTRODUCTION

The present proposal is the result of a National Research Training Conference held by Delta Pi Epsilon--a graduate business education honorary fraternity--in Detroit, Michigan during March 1965. The purpose of the Conference was to upgrade research in business education and to develop a fundable research proposal. Twenty members of the fraternity who direct graduate research in business education worked in two groups for these days under the direction of four specialists in research. Each group prepared a research proposal.

Dr. F. Kendrick Bangs, a member of the Delta Pi Epsilon Research Committee, has already submitted a proposal that was developed at the Training Conference. His proposal is "CURRICULA IMPLICATIONS OF AUTOMATED DATA PROCESSING FOR EDUCATIONAL INSTITUTIONS" and was submitted in May.

A draft of a proposal similar to this one was submitted to the National Officers of Delta Pi Epsilon with the suggestion that they ask one of the members of the Conference to accept the responsibility as Principal Investigator to prepare a research proposal to submit for funding. Dr. Fred S. Cook, Chairman of the Delta Pi Epsilon National Research Committee, was asked to be the Principal Investigator; and Sue M. Smock, one of the four participating specialists at the Conference, was asked by Dr. Cook to be the Research Associate.

The participants were concerned with the need for adequately preparing young women to enter the secretarial/stenographic occupation. They were aware of the significant changes that have and are currently taking place in the business office. They believe there is a need for similar changes in the training of secretarial/stenographic students.

They were equally aware, however, of the lack of new substantive data concerning the potentially changing role of secretaries/stenographers--data that could and should be based upon current research techniques utilizing new methods in the field of social psychology, sociology, group dynamics, and related disciplines. This study is intended as a contribution to this body of needed research so that appropriate curriculum innovations can be developed.

FACTORS ASSOCIATED WITH SUCCESSFUL ADAPTATION TO THE SECRETARIAL-STENOGRAPHIC ROLE

STATEMENT OF THE PROBLEM:

The identification and description of "good" secretaries/stenographers[1] (hereinafter referred to as S/S) go hand in hand with curricular development and the education of S/S. In a very real sense, the quality of secretarial/stenographic education is tied to the quality and extent of research findings which are available for the building of educational programs.

This is a proposal for a pilot study based on an interactionistic point of view with the anticipation that such analysis of the secretarial role will produce findings that will:

1) Serve as a basis for revision and updating of current curricula for secretarial/stenographic education in other than baccalaureate programs, and

2) Focus attention upon the work setting and various situational variables which contribute to secretarial/stenographic success or failure.

While past attention has been directed to individual and personal characteristics which are associated with successful secretarial performance, attention must also be directed simultaneously to those properties of the group and the work situation which are directly related to the performance of secretarial/stenographic activities.

At the present time secretarial/stenographic training programs rest heavily upon the classic study by Charters and Whitley[2] which was reported in 1924. Subsequent studies have only served the primary purpose of updating the list of duties and traits set forth in the original study. The basic pattern of all previous studies still remains; that is, a "trait" analysis which provides a list of secretarial duties together with a delineation of the personal qualities or traits that are present in successful S/S's but which are absent in unsuccessful S/S's.

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[1] S/S are those employees who produce typewritten copy (1) from dictation (either from notes or from a machine), (2) from her own composition, or (3) from oral directions.

[2] W. W. Charters and I. B. Whitley, Analysis of Secretarial Duties and Traits (Baltimore, Maryland: Williams and Wilkens Company, 1924--Out of Print).

The secretarial role[3] does not exist in vacuo but is carried out in various kinds of groups and settings. Therefore, a major assumption of this study is that successful adaptation to the secretarial role is a function not only of training or of personality and character traits of the role occupant, but is also related to the structure and processes of the group and the setting in which the secretarial/stenographic activities are carried out.

RELATED RESEARCH OR BACKGROUND INFORMATION:

While the Charters and Whitley Study was an important contribution for its time, considerable advances in social psychology, sociology, group dynamics, and related disciplines have tended to outmode this simple "trait" type of analysis. Hence, related research to the proposed project can be divided into two major areas: a) Research from business education sources, and b) research from social psychological and sociological sources.

a) As previously indicated the major literature in this area evolved from the follow up studies utilizing the methodology developed by Charters and Whitley in 1924. Because these studies followed the research procedures developed by Charters no substantive new findings have been reported. These studies include the following:

1. Frederick G. Nichols, *The Personal Secretary*, Cambridge, Mass., Harvard University Press, 1934.

2. Irene G. Place, *The Personal Secretary: A Study of Personal Secretaries in Sixteen Communities in the State of Michigan*. Report 12, Bureau of Business Research, University of Michigan, Ann Arbor, Michigan, 1946.

3. Elizabeth T. Van DerVeer, *Patterns of Performance for the Most Frequent Duties of Beginning Clerical Workers*, Alpha Chapter, Delta Pi Epsilon, New York University, 1952.

4. Herbert A. Tonne, *The Analysis of Secretarial Duties Thirty Years Later* (Abstract), New York University, 1954.

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[3] "Secretarial/stenographic role refers to duties and expected BEHAVIORS WHICH ARE ANTICIPATED OF THOSE PERSONS WHO OCCUPY THE POSITION OF "SECRETARY" OR "STENOGRAPHER."

A fifth study completed in 1964 and utilizing the methodology of Charters (1924) and Nichols (1934) produced similar results. This similarity in results of these three studies is apparently due to methodology which is inappropriate at this time.

b) The theoretical guidelines of this research come primarily from the works of social psychologists. The works of George H. Mead[4] and Erving Goffman[5] have well demonstrated the significance of social interaction in the performance of various roles. An excellent presentation of this theoretical point of view is found in: Theodore M. Newcomb, Social Psychology, New York; Holt, Rinehart, and Winston (1965).

While no social psychological studies have dealt specifically with the interactive patterns related to the performance of secretarial roles, several researches bear a relationship to the study perspectives. Interactionistic models of the type described by D. Dorwin Cartwright and Alvin Zander in Group Dynamics: Research and Theory (New York: Harper and Row Publishers, Second Edition, 1960) demonstrate the application of role theory, social organizational concepts, and interactionistic research models. One of the specially relevant studies reported in this volume was conducted by Robert Kahn and Daniel Katz on "Leadership Practices in Relation to Productivity and Morale." This study shows the relation of section productivity to closeness of supervision of employees, and also to the closeness of supervision of section head by supervisor.

A revealing study of interaction patterns was done by Theodore M. Newcomb[6] in which a residence offering free rent for students who served as research subjects was established. The students were not previously acquainted and were periodically systematically observed and questioned. The findings reveal general trends in the process of group formation.

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[4] For a general review of George H. Mead; see Anseim Strauss, Editor, George Herbert Mead on Social Psychology, The University of Chicago Press, Revised Edition, 1964.

[5] Erving Goffman, The Presentation of Self in Everyday Live, Edinburgh, Scotland: University of Edinburgh, 1956.

[6] Theodore M. Newcomb, The Acquaintance Process, Holt, Rinehart, and Winston, 1961.

Since 1952, Donald C. Pelz, and Frank M. Andrews, and their associates at the University of Michigan have conducted a series of studies on social factors related to performance of scientists and engineers in various work situations. The various procedures used in these studies will be reviewed for possible adaptation to this research. A major publication on their research is now in print. The following is a selection from the various published works on this research:

D. C. Pelz, "Some Social Factors Related to Performance in A Research Organization." Adminstrative Science Quarterly, pp. 310-325, 1956.

__________ "Social Factors in The Motivation of Engineers and Scientists," School Science and Mathematics, pp. 417-429, 1958.

D. C. Pelz and F. M. Andrews, "Organizational Atmosphere Motivation and Research Contribution," American Behavioral Scientist, pp. 43-47, 1962.

Of the other published research which have potential relevance to this proposed study are the following:

1. Paul R. Laurence, The Changing of Organizational Behavior Patterns, Boston, Harvard University, 1958.
2. William E. Henry, "The Business Executive: A Study of the Psychodynamics of a Social Role," in H. Brand Editor, The Study of Personality, New York: Wiley and Sons, 1954.
3. Alvin Gouldner, Patterns of Industrial Bureaucracy, Glencoe, Illinois: Free Press, 1954.
4. Nancy Morse and Everett Reimer, "The Experimental Change of a Major Organizational Variable," Journal of Abnormal and Social Psychology, pp. 120-129.
5. Theodore M. Newcomb, "The Study of Consensus," in Robert Merton et al. Sociology Today: Problems and Prospects, Basic Books, pp. 279-292, 1959.
6. Flanagan, John C., Ed., The Aviation Psychology Program in the Army Air Forces, 19 Vols., Washington, Government Printing Office, 1948.

OBJECTIVES:

TO PLAY THE ROLE OF SECRETARY/STENOGRAPHER SUCCESSFULLY INVOLVES THE FULFILLMENT OF EXPECTATIONS ASSOCIATED WITH THIS ROLE. At least three basic perspectives must therefore be invoked:

1. Those expectations of secretarial behavior which are held by the S/S's superiors;
2. Those expectations of secretarial/stenographic behavior which are held by the S/S's peers; and
3. Behavior expectations of the secretarial role held by the secretary herself.

To play the secretarial/stenographic role satisfactorily thus involves adjustments to these three sets of expectancies. A MAJOR ASSUMPTION OF THIS STUDY IS THAT THE SECRETARIAL/STENOGRAPHIC ROLE MAY BE SAID TO BE DISCHARGED SUCCESSFULLY WHEN CONSENSUS EXISTS FROM THESE THREE PERSPECTIVES THAT A GIVEN S/S IS PERFORMING ADEQUATELY OR WELL IN HER ROLE.[7]

In brief, the major behavior (or variable) with which this study is concerned is degree of "secretarial/stenographic success," consensually defined. Among the kinds of variables which are to be related to successful adaptation to the secretarial/stenographic role are the following:

1. General educational background, special vocational preparation, and occupational experiences of S/S.
2. Secretarial/stenographic skills and knowledges.
3. Personality characteristics of the S/S.
4. Social characteristics of the S/S.
5. Characteristics of the group and the setting in which the S/S's work.

The major problem to be explored in this study concerns the extent to which these five types of variables are associated with degree of secretarial/stenographic success.

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[7] It might be noted that the aforementioned definition is not an "objective" one in the sense that it stresses skill accomplishments. It is a "normative" one which centers on perceived adaptations to the on going work group setting.

PROCEDURES:

A. General Design

1. The major variable to be explored is degree of successful adaptation to the secretarial/stenographic role. A consensual measure of degree of secretarial/stenographic success will be obtained by asking the following questions:

   a. The S/S's supervisors will be asked:

      1. "If you had to get along in your department for a month as best you could with just half of your present secretarial/stenographic staff, which S/S employees would you choose?"

      2. Suppose the secretarial/stenographic employees were asked this same question? (i.e., "If you had to get along in your department for a month as best you could with just half of the present secretarial/stenographic staff, which S/S employees would you choose?") Which half of the staff would they choose to get by with for a month?

      (Note: A full probing will be pursued at this point in the interview schedule to determine the basis of such selections. For instance, the supervisor will be asked what personal characteristics...interpersonal skills, aptitudes, work skills and so forth are essential to successful adaptation to the S/S role. Similar questions will also be asked of the S/S employees when they are interviewed.)

   b. Secretarial/stenographic employees will be asked three questions:

      1. "If your department had to get along for a month as best it could with just one-half of the present S/S employees, which one-half would you choose, omitting yourself from this list?"

      2. "If your supervisor had to make the decision to get along for a month with only one-half of his S/S employees, would he include you?"

      3. "If the other S/S employees in your department (or group) had to make the decision to get along for a month with only half its present employees, would the other members of the department include you?"

2. Using the Secretarial/Stenographic Adaptation Scale (S/SAScale)

   From the above questions the S/S ranking will be placed on the following S/SAScale. This scale will provide the following categories, defined by level of consensus:

   SUCCESSFUL S/S EMPLOYEES AS DEFINED BY:

   a. Supervisors, peers, and self
   b. Supervisors and peers
   c. Supervisors and self
   d. Peers and self
   e. Supervisors only
   f. Peers only
   g. Self only
   h. No one

3. The major analyses of the study will be directed to a discovery of those variables which bear a significant relationship to the above eight categories on the S/SAScale. The types of variables to be so manipulated have been described on page 2. They include: Educational and vocational training and background of the S/S's and of the supervisors; personality characteristics of the S/S's and of the supervisors; social characteristics of the S/S's and of the supervisors; structural and social organizational properties of the groups studied (e.g., closeness of supervision, size and type of organization, etc.).

4. Group Characteristics: Another type of analysis which would center about those *group* properties which bear a relationship to the variable (i.e., the S/SAScale) *could be developed in greater detail at a later point. This analysis will only be lightly touched upon in this study.* For instance, in some groups, a great deal of uniformity and agreement will probably exist among the supervisors and the S/S's concerning who are the best secretaries. These may be labeled the high-cohesion (Hi-Co) groups. In contrast, one might anticipate greater disagreement in the evaluations of S/S employees submitted by the supervisors and the employees in other groups. By labeling this situation as low-cohesion (Lo-Co), one could measure and compare S/S ratings and performance in the low-cohesive and the high-cohesive groups.

   Further analyses of group differences in the S/SAScale ratings could involve utilization of several variables common to research in industrial sociology. For instance, closeness of employee supervision has proved to be a significant variable related to work performance in both the Prudential Life Insurance Study and in the Detroit Edison Company Study conducted by the University of Michigan's Institute of Social Research.[8]

The following will be explored: (1) the size of the work group, (2) the size of the organization of which work group is a part, (3) the type of organizational structure of which the S/S employees are a part, and (4) supervisory practices in relation to group cohesion and the S/SAScale. For instance, as in the General Mills Study, the situation in which the supervisor demands personal loyalty of his employees will be compared with the situation in which the supervisor does not demand such personal loyalty.

B. Population and Sample

Respondents from three types of work groups will be analyzed. These groups will consist of an immediate supervisor and the following numbers of S/S employees:

1. N of 200 drawn in *small size* work groups (i.e., three to five employees in each group, comprising 50 groups).
2. N of 200 drawn in *medium size* work groups (i.e., 10 to 15 employees in each group, comprising approximately 17 groups).
3. N of 200 drawn in *large size* work groups (i.e., 20 or more employees in each group, comprising a maximum of 10 groups).

These work groups[9] will be selected from manufacturing concerns. Manufacturing has been selected as a control on type of business thereby limiting possible diversity in work situations. This type of business in the Detroit area will have the distinct advantage for the proposed research in providing an adequate number of groups for study purposes. The selection of alternate groups is deemed necessary since the inclusion of any group in the study rests upon the cooperation of all persons in that group.

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[8] See Rensis Likert, New Patterns of Management (New York: McGraw-Hill, 1961).

[9] Wherever applicable simple random sampling of work groups within each size category will be applied. However, it is anticipated that the usual situation will be insufficient numbers of work groups.

The small, medium, and large groups are delineated to assist in the analysis of size and structure of the work group as a performance related variable. Further exploration of the work situation will consist of an application of the Katz and Kahn[10] type of analysis for closeness of supervision.

Therefore, data in this investigation will be derived from entire work groups, and only where the size of the work group is considered unwieldy will a sampling procedure be applied. For instance, large size work groups of more than 20 employees may require the consideration of sub-sets within the group while maintaining the basic structure of a large group. While a certain degree of purposiveness inevitably faces the selection of work groups, the problem of estimating general population values is not an object of analysis in this proposed project.

The Standard Metropolitan Statistical Area of Detroit was chosen as the research site not only for purposes of convenience to the researchers but more importantly for the availability of lists of all businesses in the area and other relevant information gathered in U.S.O.E. Project 2378 at Wayne State University.

C. Data and Instrumentation

Three related, but different, procedures will be utilized to gather the required information in this study: 1) an interview schedule covering demographic, attitudinal, and other social data, together with the S/SAScale; 2) personality and intelligence tests; and, 3) a sociometric test to provide information of pertinence to interpersonal relations within the work group.

It should be borne in mind that the variable of focal concern in this study is the S/SAScale, described in Part A-2 (pp. 7-8). Basic to the conduct of the research is a variety of related variables which encompass individual characteristics and training, interpersonal relations, social position, and structural and organizational properties of groups.

The study will utilize a three-part interview schedule which, while having material in common, will be aimed at obtaining selected information and perceptions from each of the three groups: supervisors, peers, and the S/S's. The S/SAScale will determine, in each work group, those persons who are considered to be indespensible workers by the supervisors and by the peers.

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[10] Op. cit.

Data required to fulfill the objectives of the study will include the following:

1. S/SAScale (see pp. 7-8).
2. Social characteristics: age, sex, marital status, children, family life cycle stage, ethnicity, color, income, residential experience, etc.
3. Personality characteristics (i.e., the Minnesota Multiphasic Personality Inventory, and/or some other similar test).
4. Clerical aptitude (i.e., the Minnesota Clerical Aptitude Test).
5. Education: formal education, training, work experience.
6. Secretarial/stenographic skills and knowledge (by an instrument such as the National Business Entrance Exam).
7. An index (or rating) of work output.
8. Closeness of S/S supervision (use questions devised from ISR studies, see Appendix A).
9. Personal loyalty to supervisor (use questions employed in the General Mills Study, see Appendix A).
10. Some structural properties of the work group (i.e., size of work group, homogeneity, communication patterns, etc.)
11. A sociometric measure.

The sociometric measure will be employed to provide added information relative to some of the informal interaction patterns of relevance to adaptation to the S/S role. It is important to delineate cliques, isolates, and some of the informal group patterns extant in the work settings. It is not intended that this analysis shall be exhaustive; it is, rather, an analysis which should prove to be useful and relevant vis-a-vis the other research data.

Implementation of the instruments will require competent and specially trained interviewers. The sociometric tests can only be done under the scrutiny of the project director. The assistant study director, who will be hired on the basis of specialized training in social psychology, will assume the primary responsibility for collecting the sociometric data. Administration of the broad interview schedule eliciting information on the other facets of the study will be undertaken by a select and small group of interviewers. These persons will receive intensive training on the administration of the questionnaire while maintaining the appropriate identification of the groups involved in the analysis. Personality and intelligence tests will be administered by specialists in this field.

D. Analysis

Information gathered from the respondents and other observations on the work groups will be converted to codes and punched on IBM cards. This process will make possible the cross-tabulations and special computer analyses which will be called for in this analysis.

A major portion of the analysis will be concerned with determining the level of association between the leading variable of S/S success and the various related variables of the study. Examination of the characteristics of the supervisors and an explanation of their expectations in the work situation are also of vital importance.

While it may be difficult at this stage to indicate the exact tests of relationship which will be used in the analysis, some general guidelines can be explained. Three basic assumptions underly the testing of all hypotheses. These assumptions concern: (a) the level of measurement, that is, whether the variables are measured by nominal, ordinal, or interval scales; (b) the model or sample design; and, (c) a statement of the null hypothesis. It is clear from the study design that a variety of scales are entailed in the variables which are to be analyzed. However, the bulk of the data may not permit the utilization of high powered statistics which usually assume interval scales. As appropriately pointed out by Jahoda, Deutsch, and Cook, "...almost all the usual statistical methods are applicable to an interval scale."[11] Hence, the range of tests is limited to certain types with ordinal or nominal measures.

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[11] Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations, The Dryden Press, 1952, p. 125.

The tests cited here are exemplary of the nature of the applicability of tests of association to the type of data envisaged in this investigation. A chi-square test would be applied in most contingency problems in which we seek to determine the level of association between two nominal scale variables. For example, under the null hypothesis we will assume that there are no differences among the type of training the S/S persons have and their level of adaptation in the work situation. A nonparametric measure of correlation such as the "Contingency Coefficient C" might be used as a measure of the extent of association or relation between two sets of attributes, while one or both sets of these attributes are nominal scales. Another highly useful measure of correlation is the "Spearman Rank Correlation Coefficient Rho" which requires that both variables be measured in at least an ordinal scale. Furthermore, in instances where we have several sets of ranking, such as several peers providing the S/S ranking, the association among them can be determined by using the "Kendall Coefficient of Concordance W."[12]

E. Time Schedule: 1 March 1966 to 1 March 1968

1. Twelve (12) months to design and administer appropriate instruments, and

2. Twelve (12) months to tabulate and analyze data, and write final research report.

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[12] For these and similar tests, the following reference is highly useful: Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, McGraw-Hill Book Company, Inc., 1956.

PERSONNEL:

Principal Investigator: Fred S. Cook

Education:

Undergraduate: Majored in Business Administration and Business Education. Graduated from Ohio Northern University "with distinction" in November, 1946.

Graduate: Majored in Business Education (cognate work in Business Administration), M.A., University of Michigan, August, 1948.

Ph.D., University of Michigan, February, 1953. Dissertation: A Study to Determine the Predictive Value of the Detroit Clerical Aptitude Examinations.

Teaching Experience:

1963-	Department Chairman and Professor of Business Education, College of Education, Wayne State University.
1960-63	Department Chairman and Associate Professor of Business Education, College of Education, Wayne State University.
1955-60	Assistant Professor of Education, School of Education, Stanford University, in charge of Business Education and Audio-Visual Education, Stanford, California.
1952-55	Head, Business Education, Coe College, Cedar Rapids, Iowa.
1953-54	Summer Sessions: Visiting Professor, School of Education, University of Michigan.
1948-52	University of Michigan: 1. Teaching fellow and critic teacher, University High School. 2. Lecturer in Education (Summer Sessions). 3. Instructor, School of Business Administration.
1947-48	Instructor, Business Administration, Ohio Northern University, Ada, Ohio.

Research Activities:

Principal Investigator and/or Project Director of the following research programs since 1963:

OPPORTUNITIES AND REQUIREMENTS FOR INITIAL EMPLOYMENT OF SCHOOL LEAVERS WITH EMPHASIS ON OFFICE AND RETAIL JOBS. United States Office of Education Number 2378 (expired 31 December, 1965).

OFFICE MACHINES USED IN BUSINESS TODAY. Funded by the Department of Public Instruction, Lansing, Michigan (expired September, 1965).

THE NEED FOR EDUCATIONAL PROGRAMS IN BUSINESS DATA PROCESSING. Funded by the Department of Public Instruction, Lansing, Michigan (expired September, 1965).

PROFESSIONAL SECRETARIAL STATUS SURVEY NO. 1. Funded by the National Secretaries Association, 1964-65 (completed May, 1965).

STATUS OF HIGH SCHOOL DATA PROCESSING PROGRAM IN THE AMERICAN SECONDARY SCHOOL. Cooperative program with the South-Western Publishing Company (who distributed 70,000 instruments) and the National Research Committee of Delta Pi Epsilon.

A FOLLOW UP STUDY OF OFFICE CO-OP STUDENTS TWELVE YEARS AFTER GRADUATION (based upon Students used in Doctoral Study).

Chairman of the National Research Committee of Delta Pi Epsilon and was instrumental in organizing a NATIONAL RESEARCH TRAINING CONFERENCE held in 1965. This conference developed two research proposals in the field of office education which were submitted to the United States Office of Education for funds.

Organizations and Offices Held:

Delta Pi Epsilon (member of Kappa Chapter, University of Michigan).

a. National Research Committee, Chairman, 1963 to present.
b. Business Teacher Recruitment Committee, Co-Chairman, 1954-56.
c. Faculty Sponsor, W.S.U. Chapter installed on 16 October, 1965.

North-Central Business Education Association, Second Vice-President, 1964-65.

(Fred S. Cook)

Cont. -- Organizations and Offices Held!

National Secretaries Association, Director of Research and Education, 1960 -.

California Business Education Association, State President, 1959-60.

Fund for the Advancement of Business Education. Helped organize this non-profit educational foundation. Chairman, Board of Governors, 1959-60.

National Office Management Association. Helped organize the Cedar Rapids and Sequoia Chapters and was Chapter President of both, National Director, Area 14, 1959-60.

Membership in Organizations:

National Association of Supervisors of Business Education, National Business Education Association, Michigan Business Education Association, Phi Delta Kappa, Michigan Education Association, National Education Association.

Other Professional Activities:

Participated in many local, state, regional, and national professional meetings as a member and as a consultant.

Initiated and taught a course in beginning typewriting over an open circuit television station in San Francisco. This program was repeated in 1958.

Work Experience:

Brief summary. Consultant: in-service training programs, office management, school construction and curriculum, 1952-65. Organized and conducted a national market survey on the economic feasibility of marketing teaching machines for a major United States corporation, 1959. Foundation for Economic Education Fellowship (helped organize a new department, set up procedures and forms, and was retained by the concern as an office management consultant), 1953-55. U.S. Army (worked with personnel records and was discharged with M/sgt. rank), 1944-45. Worked as a material expeditor for the Lima Locomotive Works, 1941-43.

(Fred S. Cook)

Publications:

Senior Author, Gregg Junior High Typing, Workbook and Teacher's Manual, published in 1959, Second Edition, May, 1965.

Senior Author Secretarial Techniques Manual, published in 1964, by The National Secretaries Association (International).

Editor, Secretarial Study Guide, published in 1963, by The National Secretarial Association (International).

Editor, Team Teaching Bibliography, mimeographed material, 1965.

Editor, Office Machines Bibliography, mimeographed material, 1965.

Over 50 articles published for: JOURNAL OF BUSINESS EDUCATION, BUSINESS EDUCATION WORLD, NATIONAL BUSINESS EDUCATION QUARTERLY, UNITED BUSINESS EDUCATION FORUM, BALANCE SHEET, CALIFORNIA BUSINESS EDUCATION NEWS, OFFICE EXECUTIVE, MICHIGAN BUSINESS EDUCATION NEWS BULLETIN, REMINGTON RAND'S SYSTEM, BUSINESS TEACHER, Monthly Column in THE SECRETARY.

Author of Chapters in five Yearbooks published by the National Business Education Association, Editor of the 1967 Yearbook to be published by the National Business Education Association. This Yearbook will be devoted to vocational Business Education.

Research Assistant: Sue M. Smock

Education:

Undergraduate: University of Illinois, 1947-50. B.A., Sociology, Wayne State University, 1951.

Graduate: M.A., Sociology, Wayne State University, 1952-56.

Ten (10) hours credit toward Ph.D. taken at Wayne State University.

Teaching Experience:

Part-time faculty, Henry Ford Community College, Social Science Division, September, 1964 to present.

Part-time faculty, Institute for Labor and Industrial Relations, Wayne State University and University of Michigan, Coordinated and taught to a seminar in Problems of Mass Transportation, February - April, 1963.

Part-time faculty, Department of Sociology and Anthropology, Wayne State University, January, 1957 - June, 1958.

I have taught specific sections of a number of courses. These concerned research methods or the content of particular research projects.

Work Experience:

1965 -	Assistant Director for Surveys, Center for Urban Studies, University of Michigan, Dearborn, Michigan.
1964-65	Technical Director, Social Impact Study, Wayne State University.
1959-65	Chief Research Analyst, Urban Research Laboratory, Wayne State University.
1956-59	Chief Research Analyst, Detroit Area Traffic Study, Wayne State University.
1956	Field Supervisor, Older Worker Study, Wayne State University and Michigan Employment Security Commission.
1953-56	Research Assistant, Wayne State University.
1952-53	Supervisor, Public Relations Department, Revlon Corporation, New York City, New York.

(Sue M. Smock)

Cont. -- Work Experience:

1951	Assistant to Program Manager, KFI Radio Station, Los Angeles, California.
1950-51	Research Assistant, Wayne State University.

At various times, I have been a paid consultant for many types of research projects.

Publications:

"Social Change, Religion and Birth Rates" with Albert J. Mayer, The American Journal of Sociology, Vol. LXII, No. 4, January, 1957

Negro-White Intermarriage with Albert J. Mayer, mimeo., 1959.

"The Grand River Experiment," Community Values As Affected by Transportation: Highway Research Record, No. 2 Washington, D.C. National Academy of Sciences, National Research Council, 1963.

Consultant: The following vita on Dr. Ralph Smith indicates the type of social scientist we will be looking for as a design consultant.

Ralph V. Smith: Director for the Institute of Community and Educational Research, Eastern Michigan University, and Associate Professor of Sociology.

Education:

Ph.D. in Sociology from the University of Michigan, Major prelim: Social Psychology; Minor prelim: Social Organization and Mathodology.

Dissertation: "Areal Variations in Formal Association Membership in a Large Metropolitan Community."

Committee Members: Chairman, Amos H. Hawley, Robert C. Angell, Howard Y. McClusky, and Horace Miner.

Occupational Experience:

Industrial: Two years as a cutter grinder at the Ford Motor Company. Three years as a supervisor of precision grinding at the Bendix Corporation. (Attended college on a part-time basis most of these years.)

Service: Aerographer in the U.S. Navy: July, 1944 to November, 1945.

Teaching: Teaching fellow, University of Michigan, 1947-48.

Assistant and the Associate Professor of Sociology, Eastern Michigan University, 1948 to present. (Served in the capacity of chairman most of these years.)

Research Experience:

Collaborated with Eleanor and Nathan Maccoby in a voting behavior study in Washtenaw County (1948).

Directed three community studies for school systems and civic agencies in Ypsilanti, one in Flint, Adrian, and Birmingham.

(Dr. Ralph Smith)

Cont. -- Research Experience

Conducted a state-wide study for Eastern Michigan University concerning a graduate program. Also, directed a state-wide survey of a proposed teacher-certification code in Michigan.

Director: Community Structure and Support of Public Schools (Cooperative Research Project No. 1828).

Director (Full Time): A second study sponsored by the U.S. Office of Education Community Support of the Public Schools in A Large Metropolitan Area" (CRP No. 2557), July, 1964 to November, 1966. This study is a sociological analysis of the effects of population deconcentration upon school support in the Detroit Standard Metropolitan Statistical Area. The relationship of selective migration and segregation patterns to school support are to be examined in four concentric zones: inner city, outer city, inner suburbs, and outer suburbs.

Works:

Areal Variations in Formal Association Membership in a Large Metropolitan Community (Ph.D. Dissertation, 216 pp.)

The Community Reports, A Study of Citizen Reaction to The Birmingham Public Schools (120 pp., multilithed and bound).

Community Organization and Support of the Schools (CRP No. 1828), multilithed and bound (133 pp.), Ypsilanti, Michigan: January, 1964.

FACILITIES:

Facilities at Wayne State University are adequate for the performance of the proposed research project. The University has the computer services necessary for this project. Personnel will have offices in the College of Education.

OTHER INFORMATION:

1. Amount of support available from sources other than the Federal Government and Wayne State University: None Requested.

2. This proposal has not been submitted to any other agency or organization.

3. This proposal is not an extension of, or addition to, a program previously (or currently) supported by the Office of Education and conducted by Wayne State University.

4. This proposal was submitted to the U.S. Office of Education by Wayne State University on 27 August, 1965. This proposal was placed in the "deferred" category by the Review Panel until the receipt of additional information.

CONSIDERATION BY STATE BOARD FOR VOCATIONAL EDUCATION:

This proposal has been reviewed and discussed with Mr. Robert M. Winger, Assistant Superintendent for Vocational Education, State of Michigan Department of Education.

Mr. Winger has indicated that there is a great need for this kind of study, particularly as more and more schools are showing an interest in changing the stenographic-secretarial curriculum. He also feels that the benefits of this study would assist in giving direction to these schools. This proposal has received the endorsement of Mr. Winger and his staff.

APPENDIX B

Interview Instrument: Secretaries/Stenographers

FACTORS ASSOCIATED WITH SUCCESSFUL ADAPTATION TO THE SECRETARIAL/STENOGRAPHIC ROLE

WAYNE STATE UNIVERSITY
College of Education
Business Education
Detroit, Michigan 48202

Type of Interview: Secretaries/Stenographers

Interview Number: ____________ Work Group Number: ____________

Respondent: ____________________________

Company: MICHIGAN BELL Department: ____________________

Address: ____________________________

Telephone Number: ____________ Extension: ____________

Head Supervisor: ____________________________

Title: ____________________________

Position	Names	Position	Names
Super-visors		(Cont.) S/S's	
		Others	
S/S's			

Date of Interview: ____________ Interviewer: ____________________

Time Begun: _____ AM PM Time Completed: _____ AM PM Editing Time: _______ Min.

1. What is your exact job title and group level?

JOB TITLE	GROUP LEVEL

1a. For whom do you work?

WORK(S) FOR

2. How long have you been employed by Michigan Bell?

LENGTH OF TIME EMPLOYED BY MICH. BELL

2a. How long have you been a member of your present work group?

LENGTH OF TIME IN WORK GROUP

3. Is your present job the same as your entry job (i.e., the job you were hired for?

_______Yes _______No

IF NO: 3a. What was your entry job?

ENTRY JOB

4. What were the requirements you were asked to meet in order to be employed at Michigan Bell?

REQUIREMENTS

4a. Have you ever taken typing and shorthand tests at Michigan Bell? (INTERVIEWER: Indicate tests taken with a check and obtain approximate year tests were taken. Note: R may have taken only one test; the year may not be the same if R took both tests.)

_____Typing: Year_________

_____Shorthand: Year_________

5. Have you used all the skills you were required to have, or for which you were tested in your work here at Michigan Bell?

_______Yes _______No

IF NO:

5a. Which skills have you not used?

6. Do you possess skills which you have not used in your work here at Michigan Bell?

_______Yes _______No

IF YES:

6a. Would you tell me the skills you possess and are not using?

5

> **INTERVIEWER:** Now I am going to ask you some questions that call for judgments on your part. Remember, your replies will remain confidential.
>
> Everyone knows that there are real differences in the overall effectiveness of secretaries/stenographers. We would be interested in learning the extent to which such differences occur in this office.

INTERVIEWER: Before asking Q. 7, complete chart below (column 1) with the names of S/S employees listed on the front page.

Column I	Column 2
RECORD NAMES OF S/S EMPLOYEES IN THIS COLUMN.	RECORD RANKINGS IN THIS COLUMN
#1	
#2	
#3	
#4	
#5	
#6	
#7	

7. Using your own personal standards as to what constitutes effective secretarial/stenographic performance, how would you evaluate ____'s performance in terms of the scale on this card? [INTERVIEWER: Give R Card #1. Obtain evaluations for each S/S separately; ask R to rate self last. Record evaluations in Column 2 of above chart.]

SCALE:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
			Poor S/S					Average S/S										Perf S/S

6

INTERVIEWER: Enter names listed on Chart on Page 5 *into Column 1 of the following chart; use same listing sequence.*

NAMES OF EMPLOYEES	REASONS
#1.	
#2.	
#3.	
#4.	
#5.	
#6.	

8. For what reasons did you rate (*name #1 above*) as you did?

INTERVIEWER: Record reasons in Column 2 of above chart.

9. What do you think is the role of a secretary?

ROLE OF A SECRETARY

10. Do you feel there is a difference between the role of a stenographer and that of a secretary?

_________Yes _________No

IF YES: 10a. What do you think is the role of a stenographer?

ROLE OF A STENOGRAPHER

11. What skills, knowledges, and personal qualities must a secretarial/stenographic employee possess in order to function effectively in most offices? (PROBE)

SKILLS, KNOWLEDGES, & PERSONAL QUALITIES

INTERVIEWER: Enter names listed on Chart on Page 6 into Column 1 of the following chart; use same listing sequence.

	Column 2	Column 3	Column 4	Column 5	Column 6
Names of S/S Employees	Rapid Typist	Accurate Typist	Communication Skills	Oral Skills	Dictation/ Transcription Skills
#1					
#2					
#3					
#4					
#5					
#6					
#7					

THINKING ABOUT SECRETARIES IN GENERAL:

12. To what extent do you consider (NAME #1 ON ABOVE CHART) a rapid typist? (INTERVIEWER: Give R Card #2 and record response in Column 2 of above chart.)

CARD #2:
A. Well above average.
B. A little above average.
C. Average.
D. A little below average.
E. Well below average.

INTERVIEWER: Repeat Question 12 for each name recorded on chart; obtain R's self-rating last.

INTERVIEWER: For Questions 12a. to 12d. (below), follow same procedures used in Q. 12 above, but record responses (i.e., letters) in the column indicated; always obtain R's self-rating last.

12a. To what extent do you consider (NAME #1 ON ABOVE CHART) an accurate typist? (INTERVIEWER: Record in Column 3 of above chart.)

12b. To what extent do you consider (NAME #1 ON ABOVE CHART) competent in written communication skills (i.e., composing letters, typing from rough draft, etc.)? (INTERVIEWER: Record in Column 4 of above chart.)

12c. To what extent do you consider (NAME #1 ON ABOVE CHART) competent in oral communication skills (i.e., face-to-face and telephone conversations)? (INTERVIEWER: Record in Column 5 of above chart.)

12d. To what extent do you consider (NAME #1 ON ABOVE CHART) competent in dictation/transcription skills? (INTERVIEWER: Record in Column 6 of above chart.)

INTERVIEWER: Enter names listed on Chart on Page 9 into Column I of the following chart; use same listing sequence.

Column I	Column 2 (Q 13)	Column 3 (Q 13a)
#1		
#2		
#3		
#4		
#5		
#6		

13. (INTERVIEWER: Give R Card #3.)

In terms of the functioning of your office is (NAME #1 ON ABOVE CHART) contribution:

A. Vital
B. Substantial
C. Routine
D. Unnecessary

INTERVIEWER: Record response in Column 2.

INTERVIEWER: Repeat Question 13 for each name recorded on above Chart and record response in Column 2.

13a. In terms of the functioning of your office, do their co-workers consider their contributions as:

______a. Vital
______b. Substantial
______c. Routine
______d. Unnecessary

14. Of the following items, which do you feel contributes most to secretarial/stenographic success?

_____a. Education and vocational training.
_____b. Past work experience.
_____c. Interest in the work.
_____d. The kind of supervision a secretary/stenographer receives.

14a. Why do you feel this way?

15. I am going to give you a card (CARD #4) listing a series of paired traits. Would you please tell me the number and letter which best applies to you for each line given?
(INTERVIEWER: Record letter on line next to numbered trait that applies to respondent.)

_____ (1) Punctual OR _____ (2) Tardy

_____ (3) Independent OR _____ (4) Dependent

_____ (5) Disorganized OR _____ (6) Organized

_____ (7) Accurate OR _____ (8) Inaccurate

_____ (9) Energetic OR _____ (10) Lazy

_____ (11)Tense OR _____ (12) Relaxed

_____ (13) Decisive OR _____ (14) Indecisive

_____ (15) Inflexible OR _____ (16) Flexible

_____ (17) Lacks Initiative OR _____ (18) Has Initiative

_____ (19) Confident OR _____ (20) Lacks confidence

CARD #4:

A. Extremely
B. Quite
C. Somewhat

15a. Please describe (NAME #1) as you ordinarily think of her:

Name #1: ______________________________

_____ (1) Punctual OR _____ (2) Tardy
_____ (3) Independent OR _____ (4) Dependent
_____ (5) Disorganized OR _____ (6) Organized
_____ (7) Accurate OR _____ (8) Inaccurate
_____ (9) Energetic OR _____(10) Lazy
_____(11) Tense OR _____(12) Relaxed
_____(13) Decisive OR _____(14) Indecisive
_____(15) Inflexible OR _____(16) Flexible
_____(17) Lacks Initiative OR _____(18) Has Initiative
_____(19) Confident OR _____(20) Lacks confidence

Card: #4
A. Extremely
B. Quite
C. Somewhat

* *

Name #2: ______________________________

_____ (1) Punctual OR _____ (2) Tardy
_____ (3) Independent OR _____ (4) Dependent
_____ (5) Disorganized OR _____ (6) Organized
_____ (7) Accurate OR _____ (8) Inaccurate
_____ (9) Energetic OR _____(10) Lazy
_____(11) Tense OR _____(12) Relaxed
_____(13) Decisive OR _____(14) Indecisive
_____(15) Inflexible OR _____(16) Flexible
_____(17) Lacks Initiative OR _____(18) Has Initiative
_____(19) Confident OR _____(20) Lacks Confidence

(Question 15.--Cont.)

Name #3: ______________________________

_____ (1) Punctual OR _____ (2) Tardy

_____ (3) Independent OR _____ (4) Dependent

_____ (5) Disorganized OR _____ (6) Organized

_____ (7) Accurate OR _____ (8) Inaccurate

_____ (9) Energetic OR _____(10) Lazy

_____(11) Tense OR _____(12) Relaxed

_____(13) Decisive OR _____(14) Indecisive

_____(15) Inflexible OR _____(16) Flexible

_____(17) Lacks Initiative OR _____(18) Has Initiative

_____(19) Confident OR _____(20) Lacks confidence

Card: #4

A. Extremely

B. Quite

C. Somewhat

* *

Name #4: ______________________________

_____ (1) Punctual OR _____ (2) Tardy

_____ (3) Independent OR _____ (4) Dependent

_____ (5) Disorganized OR _____ (6) Organized

_____ (7) Accurate OR _____ (8) Inaccurate

_____ (9) Energetic OR _____(10) Lazy

_____(11) Tense OR _____(12) Relaxed

_____(13) Decisive OR _____(14) Indecisive

_____(15) Inflexible OR _____(16) Flexible

_____(17) Lacks Initiative OR _____(18) Has Initiative

_____(19) Confident OR _____(20) Lacks Confidence

(Question 15.--Cont.)

Name # 5: ______________________________

_____ (1) Punctual OR _____ (2) Tardy

_____ (3) Independent OR _____ (4) Dependent

_____ (5) Disorganized OR _____ (6) Organized

_____ (7) Accurate OR _____ (8) Inaccurate

_____ (9) Energetic OR _____(10) Lazy

_____(11) Tense OR _____(12) Relaxed

_____(13) Decisive OR _____(14) Indecisive

_____(15) Inflexible OR _____(16) Flexible

_____(17) Lacks Initiative OR _____(18) Has Initiative

_____(19) Confident OR _____(20) Lacks confidence

Card: #4

A. Extremely

B. Quite

C. Somewhat

* *

Name #6: ______________________________

_____ (1) Punctual OR _____ (2) Tardy

_____ (3) Independent OR _____ (4) Dependent

_____ (5) Disorganized OR _____ (6) Organized

_____ (7) Accurate OR _____ (8) Inaccurate

_____ (9) Energetic OR _____(10) Lazy

_____(11) Tense OR _____(12) Relaxed

_____(13) Decisive OR _____(14) Indecisive

_____(15) Inflexible OR _____(16) Flexible

_____(17) Lacks Initiative OR _____(18) Has Initiative

_____(19) Confident OR _____(20) Lacks Confidence

(Question 15.--Cont.)

Name # 7: ____________________

_____ (1) Punctual OR _____ (2) Tardy

_____ (3) Independent OR _____ (4) Dependent

_____ (5) Disorganized OR _____ (6) Organized

_____ (7) Accurate OR _____ (8) Inaccurate

_____ (9) Energetic OR _____(10) Lazy

_____(11) Tense OR _____(12) Relaxed

_____(13) Decisive OR _____(14) Indecisive

_____(15) Inflexible OR _____(16) Flexible

_____(17) Lacks Initiative OR _____(18) Has Initiative

_____(19) Confident OR _____(20) Lacks confidence

Card: #4

A. Extremely

B. Quite

C. Somewhat

* *

Name #8: ____________________

_____ (1) Punctual OR _____ (2) Tardy

_____ (3) Independent OR _____ (4) Dependent

_____ (5) Disorganized OR _____ (6) Organized

_____ (7) Accurate OR _____ (8) Inaccurate

_____ (9) Energetic OR _____(10) Lazy

_____(11) Tense OR _____(12) Relaxed

_____(13) Decisive OR _____(14) Indecisive

_____(15) Inflexible OR _____(16) Flexible

_____(17) Lacks Initiative OR _____(18) Has Initiative

_____(19) Confident OR _____(20) Lacks Confidence

15b. Describe your supervisor as you ordinarily think of him:

_____ (1) Punctual OR _____ (2) Tardy

_____ (3) Independent OR _____ (4) Dependent

_____ (5) Disorganized OR _____ (6) Organized

_____ (7) Accurate OR _____ (8) Inaccurate

_____ (9) Energetic OR _____(10) Lazy

_____(11) Tense OR _____(12) Relaxed

_____(13) Decisive OR _____(14) Indecisive

_____(15) Inflexible) OR _____(16) Flexible

_____(17) Lacks Initiative OR _____(18) Has Initiative

_____(19) Confident OR _____(20) Lacks Confidence

CARD #4

A. Extremely
B. Quite
C. Somewhat

INTERVIEWER: I have been asking you to make some judgments about particular individuals, now I am going to ask you some questions about work groups.

(For Question 16 you will have to repeat names of secretarial/stenographic staff.)

16. Thinking about secretarial staffs in general, would you say that the secretarial/stenographic staff (USE NAMES OF S/S'S) right here in this office could best be described as:

INTERVIEWER: Give R Card #5.

_____a. Well above average.
_____b. A little above average.
_____c. Average.
_____d. A little below average.
_____e. Well below average.

INTERVIEWER: Work groups often differ in two major ways: one way is the extent to which the members get things done as a work team. The second way is the extent to which the people of the work group get along well with each other.

17. Considering the work group made up of (READ NAMES OF ALL PEOPLE LISTED ON FACE SHEET), to what extent do the members get things done as a work team? (INTERVIEWER: Give R Card #6 and indicate response with a check.)

CARD #6:

_____a. Much above average.
_____b. Above average.
_____c. Average.
_____d. Below average.
_____e. Much below average.

18. And to what extent do the members of this work group get along with each other? (INTERVIEWER: Give R Card #6 and indicate response with a check.)

CARD #6:

_____a. Much above average.
_____b. Above average.
_____c. Average.
_____d. Below average.
_____e. Much below average.

19. How does this work group compare with other work groups here at Michigan Bell in the way that people get along together? (INTERVIEWER: Give R Card #7 and indicate response with a check.)

CARD #7:

_____a. Better than most.
_____b. About the same as most.
_____c. Not as good as most.
_____d. Not ascertained.

19a. In the way that people stick together?

CARD #7:

_____a. Better than most.
_____b. About the same as most.
_____c. Not as good as most.
_____d. Not ascertained.

19b. In the way that people help each other on the job?

CARD #7:

_____a. Better than most.
_____b. About the same as most.
_____c. Not as good as most.
_____d. Not ascertained.

20. What percentage of your time is spent working alone without talking with others? (INTERVIEWER: Give R Card #8 and indicate response with a check.)

CARD #8:

_____a. Over 80 percent.
_____b. 60 - 80 percent.
_____c. 40 - 60 percent.
_____d. 20 - 40 percent.
_____e. Less than 20 percent.

21. During a normal work day, employees often interact with others. Of this interaction time, what percentage is spent interacting with people outside this work group (i.e., face-to-face, phone).

What percent of time do you spend interacting with people outside of your work group? (INTERVIEWER: Give R Card #8 and indicate response with a check.)

CARD #8:

_____a. Over 80 percent.
_____b. 60 - 80 percent.
_____c. 40 - 60 percent.
_____d. 20 - 40 percent.
_____e. Less than 20 percent.

22. How many people outside of your work group do you have contact with in a normal working day?

NUMBER

23. How often do you have something to do as part of your job with each of the following groups of people? (INTERVIEWER: Give R Card #9 and read each group; indicate response with a check in appropriate column.)

23.	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
Groups	Never	Seldom	Occasionally	Frequently	Always
a. Your boss or other people over you?					
b. People you supervise directly or indirectly?					
c. Others who work with you in this same department?					
d. Others who work in other departments?					
e. Outsiders who have business with Mich. Bell?					
f. Any other groups of people (LIST)?					
g.					
h.					
i.					
j.					

INTERVIEWER: Before asking Q. 24, record names of total work group (refer to face sheet) in Column 1 of following chart.

Column 1 Total Composition of Work Group	Extent to which each member is a part of the work group			
	A	B	C	D
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				
#11				
#12				
#13				
#14				
#15				

24. Please look at this card and tell me which letter best indicates the extent to which (NAME #1) is a part of this work group? (INTERVIEWER: Give R Card #10 and indicate response with a check. Ask for all names recorded above in Column 1; obtain R's self-rating last.)

CARD #10:

A. Do not feel that _ _ _ belongs.
B. Included in some ways, but not others.
C. Included in most ways.
D. Really a part of the work group.

25. If scheduling problems were not present, would you choose to go out to lunch with someone from your work group?

____Yes ____No

IF YES:

25a. Who would you choose to go out to lunch with?

NAME(S)

INTERVIEWER: Ask Question 26 only if more than two workers other than supervisor is present in work group.

26. If you ran into difficulty with your work, who in your work group other than your supervisor would you ask for help?

27. If you had a chance to do the same kind of work for the same pay in another work group how would you feel about moving? (INTERVIEWER: Indicate response with a check.)

_____a. Would want very much to move
_____b. Would rather move than stay where you are
_____c. Would make no difference to you
_____d. Would rather stay where you are than move
_____e. Would want very much to stay where you are
_____f. Not ascertained.

28. If you had a chance to be employed in another type of job would you like to continue working as a secretary/stenographer?

_____a. Would want very much to change jobs
_____b. Would rather change jobs
_____c. Would make no difference to you
_____d. Would rather remain as a secretary/stenographer
_____e. Would want very much to stay as a secretary/stenographer

IF "A" OR "B":

28a. What job would you prefer?

PREFERED JOB TITLE

FOR ALL RESPONSES TO QUESTION 28:

28b. Why?

29. If you inherited a great deal of money and had enough to live comfortably for the rest of your life, would you continue to work?

_______Yes _______No

IF YES:

29a. Why would you continue to work?

29b. In secretarial/stenographic work? Yes No

29c. Why?

29d. Would you continue with this company? Yes No

29e. Why?

IF NO TO QUESTION 29d on PAGE 25:

29f. For what company would you prefer to work?

NAME OF COMPANY

29g. Why would you like to work there?

30. How would you feel if your supervisor were transferred to another department in the company? (INTERVIEWER: Give R Card #11 and indicate response with a check.)

CARD #11:

_____a. Would very much want him/her to remain.
_____b. Would rather have him/her remain.
_____c. Would make no difference to me.
_____d. Would rather have him/her transferred.
_____e. Would want very much for him/her to be transferred.

30a. Why do you feel this way?

30b. What would be the effect of this action (i.e., transfer) on your work group?

EFFECT OF TRANSFER ON WORK GROUP

INTERVIEWER: All of us occasionally feel bothered by certain kinds of things in our work. I am going to read a list of things that sometimes bother people, and I would like you to tell me how frequently you feel bothered by each of them. (Give R Card #12.)

Precede each item by the phrase: HOW FREQUENTLY ARE YOU BOTHERED BY...

31. Feeling that you have too little authority to carry out the responsibilities assigned to you.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. N.A.

32. Being unclear on just what the scope and responsibilities of your job are.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. N.A.

33. Not knowing what opportunities for advancement or promotion exist for you.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

34. Feeling that you have too heavy a work load, one that you cannot possibly finish during an ordinary working day.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

35. Thinking that you will not able to satisfy the conflicting demands of various people over you.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. N.A.

36. Feeling that you are not fully qualified to handle your job.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

37. Not knowing what your supervisor thinks of you, how he evaluates your performance.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

38. The fact that you cannot get information needed to carry out your job.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

39. Having to decide things that affect the lives of individuals, people that you know.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

40. Feeling that you may not be liked and accepted by the people you work with.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. N.A.

41. Feeling unable to influence your immediate superior's decisions and actions that affect you.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

42. Not knowing just what people you work with expect of you.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

43. Thinking that the amount of work you have to do may interfere with how well it gets done.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

44. Feeling that you have to do things on the job that are against your better judgment.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

45. Feeling that your job interfers with your personal life.

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently
_____e. Always bothered
_____f. N.A.

46. By your personal progress in the company?

CARD #12:

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

47. Does your immediate supervisor make it clear to you what is to be done when you are given work?

_____a. Always
_____b. Most of the time
_____c. Some of the time
_____d. Seldom or never

48. How well does your supervisor explain new jobs or methods that come along?

_____a. Very well
_____b. Fairly well
_____c. Not so well

49. To what extent does your supervisor allow you the freedom to accomplish your work in your own way, free of detailed suggestions?

_____a. Almost always
_____b. Most of the time
_____c. Some of the time
_____d. Seldom or never

50. Some supervisors seem to be interested in their employees as individuals first and secondly as people to get work done. Other supervisors put things the other way around. To what extent is your immediate supervisor interested in you as a person?

_____a. Very much interested in me as a person
_____b. Fairly interested in me as a p[illegible]
_____c. Not interested in me as a perso[illegible]

51. How reasonable would you say your immediate supervisor is in what he expects of you?

_____a. Very reasonable
_____b. Moderately reasonable
_____c. Reasonable in some ways, not in others
_____d. Unreasonable

52. How well do you like the work you are doing?

HOW WELL R LIKES WORK

53. How much opportunity does your job give you to do the things you feel you do best?

OPPORTUNITY TO DO THINGS R DOES BEST

54. How often do you get a feeling of accomplishment in the work you are doing?

FEELING OF ACCOMPLISHMENT

55. How do you feel about your work; that is, does it rate as an important Job? (INTERVIEWER: Probe.)

HOW R FEELS ABOUT HER JOB

56. When you are at work, how does the time pass? (INTERVIEWER: Probe.)

HOW TIME PASSES AT WORK

57. How often do you make minor decisions on your job?

______a. Frequently
______b. Occasionally
______c. Seldom
______d. Never

58. How often do you make fairly important decisions on your job?

______a. Frequently
______b. Occasionally
______c. Seldom
______d. Never

59. If your supervisor were out of the office and a decision had to be made, who would make it?

NAME	JOB TITLE

60. Would you like a job whereyou made more or fewer decisions?

______a. I would like to make more decisions.
______b. I would like to make fewer decisions.
______c. I am satisfied.

61. The physical setting or work environment is often an important factor in job satisfaction. As I read the following list of items would you look at this card and indicate the degree of their importance to you? (INTERVIEWER: Give R Card #13 and indicate response for each variable with a check.)

Work Setting Variables	A. Very Important	B. Somewhat Important	C. Of No Importance
a. Geographic location of your office building.			
b. Size of company			
c. Size of work group			
d. Physical arrangement of office			
e. Environmental conditions in office (i.e., lighting, ventilation, noise, etc.)			
f. Adequacy of equipment			
g. Nearness of company to transportation			
h. Nearness of company to restaurants			

INTERVIEWER: Now I am going to ask you some specific questions about your job and job duties.

62. What do you do on your job in the course of a day's work? (INTERVIEWER: Probe, obtain specific information.

62a. Which of these items do you consider the most important aspects of your job?

62b. Which of these items do you consider the most time-consuming aspects of your job?

63. Have you had formal company training (that is, in a classroom situation) since coming to Michigan Bell?

_______Yes _______No

IF NO: Skip to Question 63c. on next page.

IF YES: Ask Question 63a. below.

63a. What kind of training?

TRAINING

63b. Was this training beneficial to you; that is, how did you feel about it?

INTERVIEWER: Continue with Question 63c. on next page.

63c. Do you feel a need for additional training?

_____Yes _____No

IF YES:

63d. What kind of training?

KIND OF TRAINING

63e. Why do you feel the need for additional training?

64. I am going to read you a list of some of the secretarial/stenographic duties that are carried out in different kinds of offices. Would you look at this card and indicate how often you perform the duties on this job?

(INTERVIEWER: Give R Card #14; read each duty to R and indicate response with a check.)

INTERVIEWER: IMPORTANT! IMPORTANT! IMPORTANT! IMPORTANT!

There are two different sets of duties: SET A and SET B.

SET A

Only for ODD Numbered respondents (see face sheet for interview number). Set A is on Page 41.

Example: Use Set A for R's that are numbered 1, 3, 5, 7, etc.

SET B

Only for EVEN Numbered respondents (see face sheet for interview number). Set B is on Page 42.

Example: Use Set B for R's that are numbered 2, 4, 6, 8, etc.

64a. SET A: Only for ODD Numbered Respondents

CARD #14			INTERVIEWER: Read each duty to R and indicate response with a check.
A. Never	B. Occasionally	C. Frequently	
			1. Type letters.
			2. Type addresses on envelopes.
			3. Fill in printed forms on typewriter.
			4. Use the telephone.
			5. Type form letters.
			6. Prepare stencil for use on duplicating machine.
			7. Take dictation in shorthand and transcribe reports or notices, legal matters.
			8. Compose and type letters with/without instruction as to content.
			9. Examine and/or sort business papers.
			10. Use the filing system or systems.
			11. Verify &/or list information from business papers.
			12. Make cross references.
			13. Open, sort, and distribute mail.
			14. Have mail registered or insured.
			15. Perform personal services for employer.
			16. Type bills, invoices, statements.
			17. Compute time records.
			18. Use transfer files.
			19. Keep inventory records.
			20. Make bank deposits or withdrawals.
			21. Figure extensions on bills, invoices, etc.
			22. Figure discounts.
			23. Prepare reports.
			24. Make entries in ledger accounts.
			25. Keep personnel &/or statistical records.
			26. Make price changes.
			27. Manage or prepare insurance and/or social security records.
			28. Take care of supplies.

64b. SET B: Only for EVEN Numbered Respondents

Card #14			**INTERVIEWER:** Read each duty to R and indicate response with a check.
A. Never	B. Occasionally	C. Frequently	Duties
			1. Take dictation in shorthand and transcribe correspondence.
			2. Make carbon copies.
			3. Copy data from one record to another on typewriter.
			4. Copy from rough draft or corrected copy on typewriter.
			5. Type telegrams, radiograms, cablegrams.
			6. Type cards.
			7. Fold, insert letters, and seal envelopes.
			8. Type manuscripts, legal forms, specifications, briefs, or outlines.
			9. Set up and type tabulations.
			10. Prepare material for filing.
			11. Receive business callers.
			12. Run errands.
			13. Use follow-up file.
			14. Prepare mailing lists.
			15. Weigh mail and figure postage.
			16. Keep records of incoming and outgoing mail.
			17. Prepare packages for shipment.
			18. Obtain credit ratings.
			19. Prepare checks.
			20. Keep petty cash.
			21. Prepare operating or financial statements.
			22. Prepare payrolls.
			23. Make journal entries.
			24. Compute interest on notes.
			25. Prepare trial balances.
			26. Make traveling arrangements.
			27. Balance cash daily.
			28. Write orders

INTERVIEWER: Three (3) dashes (___) means to ask questions
have checked in 65a.

65.	65a	65b	65c.	65d.	65e.
What office machines do you use on this job?	Check if Used by R ( )	What is the trade name of the ___?	Where did you first learn to operate the ___? a. In high school b. Post high school c. On the job	How often do you ordinarily use ___? a. Daily b. Less than daily	Would you say that you operate the ___: a. Above average b. Average c. Below average
Adding/Calculating:	(	10 Key			
Tape		Rotary (Friden, Marchant, Monroe)			
No Tape		Key Driven (Comptometer)			
Billing/ Bookkeeping					XXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXX
Copying					
Data Processing					
Dictating/ Transcribing					
Duplicating					

65f. In addition to the machines you have mentioned, what other office machines can you operate?
(**INTERVIEWER:** List below.)

INTERVIEWER: Now I am going to ask you some questions about yourself.

66. How many years of school have you completed? (INTERVIEWER: Circle response.)

Less than 7	8	9	10	11	12	13	14	15	16	17 or More
					High School				Bachelor's Degree	

67. Thinking back to your high school days, would you tell me what specific business or secretarial classes you took? (INTERVIEWER: Give R Card #15 and indicate courses taken with a check in Column 67a of the chart below.)

Business/Secretarial Classes (Card #15)	67a. Check if Taken	67b. Number of Semesters
1. Typing		
2. Shorthand		
3. Office Machines		
4. Office Practice		
5. Secretarial Practice		
6. Bookkeeping/Accounting		
7. Co-Op Work Experience		
8. Other (Specify):		
a.		
B.		
c.		
D.		
e.		

67a. How many semesters of ___ did you have? (INTERVIEWER: Ask question for every course that you have checked in Column 67a and record response in Column 67b of above chart.)

67b. Did you major in the secretarial or business curriculum while in high school?

_____Yes _____No

67c. Would you tell me the name of the last high school that you attended and the city and state?

LAST HIGH SCHOOL	CITY	STATE

INTERVIEWER: IF 12 Years or less of schooling, skip to Question 69 on Page 47.

68. What type of school did you attend after high school?

_____a. Junior college
_____b. College or university
_____c. Business school
_____d. Public night school
_____e. Other (Specify): _______________________

68a. What is the name of this school? (INTERVIEWER: Obtain city and state in which school is located.)

#1

NAME OF SCHOOL	CITY	STATE

#2

NAME OF SCHOOL	CITY	STATE

68b. Did you major or minor in secretarial and/or business courses?

__________Major __________Minor __________Neither

IF MAJOR OR MINOR: Go to Question 68d.

IF NEITHER: 68c. Did you take any secretarial or business courses at this school?

________Yes ________No

IF YES: Ask Question 68d.

68d. Which of the following courses did you take? (INTERVIEWER: Give R Card #15 and indicate courses taken with a check in Column 2 of the chart below.)

COLUMN 1	COLUMN 2	COLUMN 3
Business/Secretarial Courses (Card #15)	Check if Taken	Number of Semesters
1. Typing		
2. Shorthand		
3. Office Machines		
4. Office Practice		
5. Secretarial Practice		
6. Bookkeeping/Accounting		
7. Co-Op Work Experience		
8. Other (Specify):		
a.		
b.		
c.		
d.		
e.		

68e. How many semesters of _ _ _ did you have? (INTERVIEWER: Ask question for every course that you have checked in Column 2 and record response in Column 3 of above chart.

69. Have you had any additional training since leaving school that we have not mentioned?

_______Yes _______No _______Still in school

IF YES *AND* STILL IN SCHOOL:

69a. What is the name of the school? (INTERVIEWER: Obtain city and state in which school is located.)

NAME OF SCHOOL	CITY	STATE

69b. What type of training was/is this?

70. Speaking generally, would you say your grades in ________ were:
(see Column T)

	Above Average	Average	Below Average
High School			
College or Business School*			

*Only if R had more than 12 Years of School.

71. Thinking about all your formal education and training, what courses have been of greatest help to you in your secretarial/stenographic position?

HELPFUL COURSES

71a. Are there some courses that you wish you had taken to prepare you for secretarial/stenographic work?

_____Yes _____No

IF YES:

71b. Which Courses?

71c. Are there some courses you wish your high school had offered to prepare you for secretarial/stenographic work?

_____Yes _____No

IF YES:

71d. Which courses?

72. Do you belong to any professional business organizations?

_______Yes _______No

IF YES:

72a. What organizations?

73. Do you generally read any business or secretarial magazines?

_______Yes _______No

IF YES:

73a. Which ones do you read?

BUSINESS/SECRETARIAL MAGAZINES

74. How long have you worked as a secretary/stenographer?

DURATION EMPLOYED AS S/S

74a. Did you work full-time during this period; or was some, or all of it, part-time?

CHECK IF FULL-TIME ONLY	DURATION FULL-TIME	DURATION PART-TIME

---

75. Have you had work experience other than that of a secretary/stenographer?

_________Yes _________No

IF YES:

75a Name of Company	75b. Type of Work	75c. Record Number of Years	
		Part-Time	Full-Time

76. What is your home address? (INTERVIEWER: Record response in Column 1 and complete Column 2 of chart below.)

76a. How long have you lived at this address? (INTERVIEWER: Record response in Column 3 of chart below.)

76b. Where did you live before moving to your current home? (INTERVIEWER: Record response in Column 1 and complete column 2 of chart below.)

76c. How long did you live there? (INTERVIEWER: Record response in Column 3 of chart below.)

COLUMN 1	COLUMN 2	COLUMN 3
Street Number and Name of Street	City and State	Length of Residence

77. What is your marital status?

_____ a. Single
_____ b. Married
_____ c. Separated
_____ d. Divorced
_____ e. Widowed

IF SINGLE:

77a. Are you living:

_____ a. By yourself
_____ b. With your parents
_____ c. With relatives

IF EVER MARRIED:

78. Do you have any children? _____ Yes _____ No

IF YES: Complete chart.

78a. Age of each child?	78b. Living at home? (Circle response)	78c. If school age: Grade Level
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	

79. Where were you born?

CITY, TOWN	STATE

79a. What was your age on your last birthday?

AGE

80. Were either of your parents born outside of the United States?

________Yes ________No

IF YES: Complete chart below.

80a. COUNTRY OF FATHER'S BIRTH?	80b. COUNTRY OF MOTHER'S BIRTH?

81. Is your father presently employed full-time? ____Yes ____No

IF NO: Ask Question 81b.

IF YES: Ask Question 81a. only.

81a. What is his occupation? (INTERVIEWER: Obtain specific information as to type of occupation/business.)

e.g., Lathe operator, bank teller, owns fruit farm, etc.

81b. What was the last full-time occupation he held? (INTERVIEWER: Obtain specific information as to type of occupation/business.)

e.g., Lathe operator, bank teller, owns fruit farm, etc.

ASK QUESTION 82 ONLY IF R IS MARRIED

82. Is your husband presently employed full-time? ____Yes ____No

IF NO: Ask Question 82b.

IF YES: Ask Question 82a. only.

82a. What is your husband's occupation? (INTERVIEWER: Obtain specific information.)

e.g., Lathe operator, bank teller, owns a grocery store, etc.

82b. What was the last full-time occupation your husband held? (INTERVIEWER: Obtain specific information.)

e.g., lathe operator, bank teller, owned a grocery store, etc.

ASK Q. 83 ONLY IF R IS MARRIED.

83. What is the highest grade your husband completed in school? (INTERVIEWER: Indicate response with a circle.)

Less than 7	8	9	10	11	12	13	14	15	16	17	M.A.	Ph.D.

84. Would you look at this card and tell me which letter represents your gross weekly salary? (INTERVIEWER: Give R Card #16 and check response.)

Card 16:

_____ a. Less than $80.
_____ b. More than $80 but less than $100.
_____ c. More than $100 but less than $120.
_____ d. More than $120 but less than $140.
_____ e. More than $140 but less than $160.
_____ f. More than $160.

85. Would you look at this next card and tell me which letter represents the gross total yearly income (salaries, wages, dividends, etc.) of you and your family (i.e., all the members who contribute to support of family)? (INTERVIEWER: Give R Card #17 and indicate response with a check.)

Card 17:

_____ a. Less than $5,000.
_____ b. More than $ 5,000 but less than $ 7,000
_____ c. More than $ 7,000 but less than $ 9,000
_____ d. More than $ 9,000 but less than $11,000
_____ e. More than $11,000 but less than $13,000
_____ f. More than $13,000.

86. INTERVIEWER: Please observe and indicate sex and race of respondent:

_____ MALE _____ FEMALE

_____ WHITE _____ NEGRO _____ OTHER

INTERVIEWER: Test series on next page.

INTERVIEWER: We all recognize that the ability to perform secretarial/stenographic skills constitutes only a part of an individual's qualifications for secretarial/stenographic work. However, because they are a part of your job, we need an estimate of these skills. Remember, your employer and co-workers will not have access to this information.

87. INTERVIEWER: Give R 2 one-minute typing tests for speed and accuracy rating. Have R type Cards #18 and #19 for one minute each and return both tests to office.

Be sure you have recorded interview number on both tests.

88. What is your dictation speed?

DICTATION SPEED

Check if:

_____ R Does not take dictation and terminate interview.

IF R TAKES DICTATION

INTERVIEWER: Give R 3 one-minute dictation tests observing the following steps (88a through 88d):

88a. Dictate Card #20 twenty (20) words lower than the speed recorded in above box (Question 88).

88b. Dictate Card #21 at the speed recorded in the above box (Q. 88)

88c. Dictate Card #22 twenty (20) words higher than the speed recorded in the above box (Question 88).

88d. Give R 7 minutes to transcribe the dictation test that she feels she did best on.

INTERVIEWER: Return R's transcription to office. NOTE: Be sure you have recorded interview number.

INTERVIEWER: Terminate interview.

89. RESPONDENT'S COMMENTS.

90. INTERVIEWER'S COMMENTS.

4/17/67:mm

APPENDIX C

Interview Instrument: Supervisors

FACTORS ASSOCIATED WITH SUCCESSFUL ADAPTATION TO THE SECRETARIAL/STENOGRAPHIC ROLE

WAYNE STATE UNIVERSITY
College of Education
Business Education
Detroit, Michigan 48202

TYPE OF INTERVIEW: SUPERVISORS

Interview Number: ____________ Work Group Number: ____________

Interviewee: ______________________________

Company: Michigan Bell Department: ______________________________

Address: ______________________________

Telephone Number: ____________________ Extension: ____________

Head Supervisor: ______________________________

Title: ______________________________

Position	Names	Position	Names
Supervisors		(Cont.) S/S's	
		Others	
S/S's			

Date of Interview: ____________ Interviewer: ______________________________

Time Begin: ____________ AM PM Time Completed: ________ AM PM Editing Time: ______

1. What is your exact job title?

JOB TITLE	GROUP LEVEL

2. How long have you been employed by Michigan Bell?

LENGTH OF EMPLOYMENT BY CO.

3. How long have you been employed in a supervisory position with this Company?

LENGTH EMPLOYED AS SUPERVISOR WITH COMPANY

4. Is your present job the same as your entry position?

__________Yes __________No

IF NO: 4a. What was your entry position?

ENTRY POSITION

5. How long have you been employed in your present position?

DURATION EMPLOYED IN PRESENT POSITION	

6. What are your job duties?

JOB DUTIES

INTERVIEWER: Now I am going to ask you some questions that call for judgments on your part. Remember, your replies will remain confidential.

Everyone knows that there are real differences in the overall effectiveness of secretaries. We would be interested in learning the extent to which such differences occur in this office.

INTERVIEWER: Before asking Q. 7, complete chart below (column I) with the name(s) of S/S employee(s) who work for supervisor--those starred on front page.

RECORD NAME(S) OF S/S EMPLOYEE(S) IN THIS COLUMN.	RECORD RANKING(S) IN THIS COLUMN
#1	
#2	
#3	
#4	
#5	
#6	
#7	

7. Using your own personal standards as to what constitutes effective secretarial/stenographic performance, how would you evaluate ___'s performance in terms of the scale on this card. [INTERVIEWER: Give R Card #1. If more than one S/S works for supervisor, obtain evaluations separately. Record evaluation(s) in Comumn 2 of above chart.]

SCALE:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
			Poor S/S					Average S/S										Per S/S

UNTERVIEWER: Enter names listed on Page 4 into Column I of the following chart; use same sequence.

NAMES OF EMPLOYEES	REASONS
#1.	
#2.	
#3.	
#4.	
#5.	
#6.	

8. For what reasons did you rate (name #1 above) as you did?

UNTERVIEWER: Record reasons in Column 2 of above chart.

9. What do you think is the role of a secretary?

ROLE OF A SECRETARY

10. Do you feel there is a difference between the role of a stenographer and that of a secretary?

_____Yes _____No

IF YES: 10a. What do you think is the role of a stenographer?

ROLE OF A STENOGRAPHER

11. What skills, knowledges, and personal qualities must a secretarial/stenographic employee possess in order to function effectively in most offices? (PROBE)

SKILLS, KNOWLEDGES, & PERSONAL QUALITIES

INTERVIEWER: Enter names listed on Chart on Page 5 into Column I of the following chart; use same listing sequence.

COLUMN I	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
Name of S/S Employees	Rapid Typist	Accurate Typist	Communication Skills	Oral Skills	Dictation/ Transcription
#1					
#2					
#3					
#4					
#5					
#6					

THINKING ABOUT SECRETARIES IN GENERAL:

12. To what extent do you consider (NAME #1 ON ABOVE CHART) a rapid typist? (INTERVIEWER: Give R Card #2 and record response in Column 2 of above chart; repeat Question for each name recorded on chart.)

USE CARD #2

A. Well above average.
B. A little above average.
C. Average.
D. A little below average.
E. Well below average.

INTERVIEWER: For Questions 12a. to 12d. (below), follow same procedures used in Q. 12 above, but record responses (i.e., letters) in the column indicated.

12a. To what extent do you consider (NAME #1 ON ABOVE CHART) an accurate typist? (INTERVIEWER: Record in Column 3.)

12b. To what extent do you consider (NAME #1 ON ABOVE CHART) competent in written communication skills (i.e., composing letters, typing from rough draft, etc.)? (INTERVIEWER: Record in Column 4.)

12c. To what extent do you consider (NAME #1 ON ABOVE CHART) competent in oral communication skills (i.e., face-to-face and telephone conversations)? (INTERVIEWER: Record in Column 5.)

12d. To what extent do you consider (NAME #1 ON ABOVE CHART) competent in dictation/transcription skills? (INTERVIEWER: Record in Column 6.)

INTERVIEWER: Enter names listed on Chart on Page 9 into Column 1 of the following chart; use same listing sequence.

Column 1	Column 2 (Q 13)	Column 3 (Q 13a)
#1		
#2		
#3		
#4		
#5		
#6		

13. (INTERVIEWER: Give R Card #3.)

In terms of the functioning of your office is (NAME #1 ON ABOVE CHART) contribution:

A. Vital
B. Substantial
C. Routine
D. Unnecessary

INTERVIEWER: Record response in Column 2.

INTERVIEWER: Repeat Question 13 for each name recorded on above Chart and record response in Column 2.

13a. In terms of the functioning of your office, do their co-workers consider their contributions as:

______a. Vital
______b. Substantial
______c. Routine
______d. Unnecessary

INTERVIEWER: Repeat Question 13 for each name recorded on above Chart and record response in Column 3.

14. Thinking very carefully now, please list the most important responsibilities of the following S/S employees? And now what are her most time consuming duties? (INTERVIEWER: Use same listing sequence as given on Page 10.)

S/S EMPLOYEE #1

IMPORTANT DUTIES	TIME CONSUMING DUTIES

S/S EMPLOYEE #2

IMPORTANT DUTIES	TIME CONSUMING DUTIES

(Cont.--Question 14)

S/S EMPLOYEE #3

IMPORTANT DUTIES	TIME CONSUMING DUTIES

S/S EMPLOYEE #4

IMPORTANT DUTIES	TIME CONSUMING DUTIES

(Cont.--Question 14)

S/S EMPLOYEE #5

IMPORTANT DUTIES	TIME CONSUMING DUTIES

S/S EMPLOYEE #6

IMPORTANT DUTIES	TIME CONSUMING DUTIES

(Cont.--Question 14)

S/S EMPLOYEE #7

IMPORTANT DUTIES	TIME CONSUMING DUTIES

S/S EMPLOYEE #8

IMPORTANT DUTIES	TIME CONSUMING DUTIES

15 People differ in the ways they think about those with whom they work. I'm going to give you a card listing a series of paired traits. Would you please tell me the number and letter which best describes how you ordinarily think of _ _ _?

INTERVIEWER: Give R Card #4 and ask question for all S/S employees. Please refer to face sheet for names of S/S staff. NOTE: Record letter on line next to numbered trait that applies to person being rated.

Card #4:
A. Extremely
B. Quite
C. Somewhat

S/S Employee #1: Name ______________________________

_____ 1. Punctual OR _____ 2. Tardy
_____ 3. Independent OR _____ 4. Dependent
_____ 5. Disorganized OR _____ 6. Organized
_____ 7. Accurate OR _____ 8. Inaccurate
_____ 9. Energetic OR _____10. Lazy
_____11. Tense OR _____12. Relaxed
_____13. Decisive OR _____14. Indecisive
_____15. Inflexible OR _____16. Flexible
_____17. Lacks Initiative OR _____18. Has Initiative
_____19. Confident OR _____20. Lacks confidence

S/S Employee #2: Name ______________________________

_____ 1. Punctual OR _____ 2. Tardy
_____ 3. Independent OR _____ 4. Dependent
_____ 5. Disorganized OR _____ 6. Organized
_____ 7. Accurate OR _____ 8. Inaccurate
_____ 9. Energetic OR _____10. Lazy
_____11. Tense OR _____12. Relaxed
_____13. Decisive OR _____14. Indecisive
_____15. Inflexible OR _____16. Flexible
_____17. Lacks Initiative OR _____18. Has Initiative
_____19. Confident OR _____20. Lacks Confidence

Card #4:
A. Extremely
B. Quite
C. Somewhat

S/S Employee #3: Name ______________________________

_____ 1. Punctual OR _____ 2. Tardy

_____ 3. Independent OR _____ 4. Dependent

_____ 5. Disorganized OR _____ 6. Organized

_____ 7. Accurate OR _____ 8. Inaccurate

_____ 9. Energetic OR _____10. Lazy

_____11. Tense OR _____12. Relaxed

_____13. Decisive OR _____14. Indecisive

_____15. Inflexible OR _____16. Flexible

_____17. Lacks Initiative OR _____18. Has Initiative

_____19. Confident OR _____20. Lacks confidence

S/S Employee #4 Name ______________________________

_____ 1. Punctual OR _____ 2. Tardy

_____ 3. Independent OR _____ 4. Dependent

_____ 5. Disorganized OR _____ 6. Organized

_____ 7. Accurate OR _____ 8. Inaccurate

_____ 9. Energetic OR _____10. Lazy

_____11. Tense OR _____12. Relaxed

_____13. Decisive OR _____14. Indecisive

_____15. Inflexible OR _____16. Flexible

_____17. Lacks Initiative OR _____18. Has Initiative

_____19. Confident OR _____20. Lacks Confidence

Card 4:
A. Extremely
B. Quite
C. Somewhat

S/S Employee #5: Name _______________

_____ 1. Punctual OR _____ 2. Tardy

_____ 3. Independent OR _____ 4. Dependent

_____ 5. Disorganized OR _____ 6. Organized

_____ 7. Accurate OR _____ 8. Inaccurate

_____ 9. Energetic OR _____ 10. Lazy

_____ 11. Tense OR _____ 12. Relaxed

_____ 13. Decisive OR _____ 14. Indecisive

_____ 15. Inflexible OR _____ 16. Flexible

_____ 17. Lacks Initiative OR _____ 18. Has Initiative

_____ 19. Confident OR _____ 20. Lacks confidence

S/S Employee #6: Name _______________

_____ 1. Punctual OR _____ 2. Tardy

_____ 3. Independent OR _____ 4. Dependent

_____ 5. Disorganized OR _____ 6. Organized

_____ 7. Accurate OR _____ 8. Inaccurate

_____ 9. Energetic OR _____ 10. Lazy

_____ 11. Tense OR _____ 12. Relaxed

_____ 13. Decisive OR _____ 14. Indecisive

_____ 15. Inflexible OR _____ 16. Flexible

_____ 17. Lacks Initiative OR _____ 18. Has Initiative

_____ 19. Confident OR _____ 20. Lacks Confidence

Card #4:
A. Extremely
B. Quite
C. Somewhat

S/S Employee #7: Name ________________________________

_____ 1. Punctual OR _____ 2. Tardy

_____ 3. Independent OR _____ 4. Dependent

_____ 5. Disorganized OR _____ 6. Organized

_____ 7. Accurate OR _____ 8. Inaccurate

_____ 9. Energetic OR _____10. Lazy

_____11. Tense OR _____12. Relaxed

_____13. Decisive OR _____14. Indecisive

_____15. Inflexible OR _____16. Flexible

_____17. Lacks Initiative OR _____18. Has Initiative

_____19. Confident OR _____20. Lacks confidence

S/S Employee #8: Name ________________________________

_____ 1. Punctual OR _____ 2. Tardy

_____ 3. Independent OR _____ 4. Dependent

_____ 5. Disorganized OR _____ 6. Organized

_____ 7. Accurate OR _____ 8. Inaccurate

_____ 9. Energetic OR _____10. Lazy

_____11. Tense OR _____12. Relaxed

_____13. Decisive OR _____14. Indecisive

_____15. Inflexible OR _____16. Flexible

_____17. Lacks Initiative OR _____18. Has Initiative

_____19. Confident OR _____20. Lacks Confidence

15a. Now, would you please give me the number and letter which best describes how you ordinarily think of yourself?

(INTERVIEWER: Use same recording procedures.)

_____ (1) Punctual OR _____ (2) Tardy

_____ (3) Independent OR _____ (4) Dependent

_____ (5) Disorganized OR _____ (6) Organized

_____ (7) Accurate OR _____ (8) Inaccurate

_____ (9) Energetic OR _____ (10) Lazy

_____ (11) Tense OR _____ (12) Relaxed

_____ (13) Decisive OR _____ (14) Indecisive

_____ (15) Inflexible OR _____ (16) Flexible

_____ (17) Lacks Initiative OR _____ (18) Has Initiative

_____ (19) Confident OR _____ (20) Lacks Confidence

CARD # 4

A. Extremely
B. Quite
C. Somewhat

INTERVIEWER: I have been asking you to make some judgments about particular individuals, now I am going to ask you some questions about work groups.

(For Question 16 you will have to repèat names of secretarial/stenographic staff.)

16. Thinking about secretarial staffs in general, would you say that the secretarial.stenographic staff (USE NAMES OF S/S's) right here in this office could best be described as:

INTERVIEWER: Indicate response with a check.

_____a. Well above average
_____b. A little above average
_____c. Average
_____d. A little below average
_____e. Well below average

16a. Why do you feel so?

INTERVIEWER: Work groups often differ intwo major ways. One way is the extent to which the members get things done as a work team. The second way is the extent to which the people of the work group get along well with each other.

17. Considering the work group made up of (READ NAMES OF ALL PEOPLE LISTED ON FACE SHEET), to what extent do the members get things done as a work team? (INTERVIEWER: Give R Card #5 and indicate response with a check.)

_____a. Much above average
_____b. Above average
_____c. Average
_____d. Below average
_____e. Much below average

18. And to what extent do the members of this work group get along well with each other? (INTERVIEWER: Give R Card #5 and indicate response with a check.)

_____a. Much above average
_____b. Above average
_____c. Average
_____d. Below average
_____d. Much below average

19. How does this work group compare with other work groups here at Michigan Bell in the way that people get along together? (INTERVIEWER: Give R Card #6 and indicate response with a check.)

_____a. Better than most
_____b. About the same as most
_____c. Not as good as most
_____d. Not ascertained

19a. In the way that people stick together?

_____a. Better than most
_____b. About the same as most
_____c. Not as good as most
_____d. Not ascertained

19b. In the way that people help each other on the job?

_____a. Better than most
_____b. About the same as most
_____c. Not as good as most
_____d. Not ascertained

INTERVIEWER: Before asking Q. 20 record names of total work group (refer to face sheet) in Column I of following chart.

Total Composition of Work Group	Extent to which each member is a part of the work group			
	A	B	C	D
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				
#11				
#12				
#13				
#14				
#15				

20. Please look at this card and tell me which letter best indicates the extent to which (NAME #1) is a part of this work group? (INTERVIEWER: Give R Card #7 and indicate response with a check. Ask for all names recorded above in Column I; obtain R's self-rating last.)

CARD #7

A. Do not fell that ___ belongs.
B. Included in some ways, but not others.
C. Included in most ways.
D. Really a part of the work group.

21. If you had a chance to do the same kind of work for the same pay in another work group how would you feel about moving? (INTERVIEWER: Indicate response with a check.)

_____a. Would want very much to move
_____b. Would rather move than stay where you are
_____c. Would make no difference to you
_____d. Would rather stay where you are than move
_____e. Would want very much to stay where you are
_____f. Not ascertained.

21a. Why do you feel this way?

22. The physical setting or work environment is often an important factor in the job satisfaction. As I read the following list of items would you look at this card and indicate the degree of their importance to you? (INTERVIEWER: Give R Card #8 and indicate response for each variable with a check.)

	A. Very Important	B. Somewhat Important	C. Of No Importance
a. Geographic location of your office building			
b. Size of company			
c. Size of work group			
d. Physical arrangement of office			
e. Environmental conditions in office (i.e., lighting, ventilation, noise, etc.)			
f. Adequacy of equipment			
g. Nearness of company to transportation			
h. Nearness of company to restaurants			

LEADERSHIP OPINION QUESTIONNAIRE

INTERVIEWER: I'm going to read you a list of items that focus on supervisor/employee relations. Please indicate how you honestly believe a supervisor ought to act. There are no right or wrong answers since this is clearly a matter of opinion.

INTERVIEWER: Preface each question by: How often should a supervisor:

23. Put the welfare of his unit above the welfare of any person in it:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

INTERVIEWER: Card #9

24. Give in to his subordinates in discussions with them:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

25. Encourage after-duty work by persons of his unit:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

26. Try out his own new ideas in the unit:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

27. Back up what persons under him do:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

28. Critize poor work:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

29. Ask for more than the persons under him can accomplish:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

30. Refuse to compromise a point:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

31. Insist that persons under him follow to the letter those standard routines handed down to him:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

32. Help persons under him with their personal problems:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

33. Be slow to adopt new ideas:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

34. Get the approval of persons under him on important matters before going ahead:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

35. Resist changes in ways of doing things:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

36. Assign persons under him to particular tasks:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

37. Speak in a manner not to be questioned:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

38. Stress importance of being ahead of other units:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

39. Critize a specific act rather than a particular member of his unit:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

40. Let the persons under him do their work the way they think is best:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

41. Do personal favors for persons under him:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

42. Emphasize meeting of deadlines:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

43. Insist that he be informed on decisions made by persons under him:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

44. Offer new approaches to problems:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

45. Treat all persons under him as your equals:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

46. Be willing to make changes:

_____a. Always
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

47. Talk about how much should be done:

_____a. A great deal INTERVIEWER: Card #10
_____b. Fairly much
_____c. To some degree
_____d. Comparatively little
_____e. Not at all

48. Wait for persons in his unit to push new ideas:

_____a. Always INTERVIEWER: Card #9
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

49. Rule with an iron hand:

_____a. Always INTERVIEWER: Card #9
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

50. Reject suggestions for changes:

_____a. Always INTERVIEWER: Card #9
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

51. Change the duties of persons under him without first talking it over with them:

_____a. Often INTERVIEWER: Card #11
_____b. Fairly often
_____c. Occasionally
_____d. Once in a while
_____e. Very seldom

52. Decide in detail what shall be done and how it shall be done by the persons under him:

_____a. Always INTERVIEWER: Card #9
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

53. See to it that persons under him are working up to capacity:

_____a. Always INTERVIEWER: Card #9
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

54. Stand up for persons under him, even though it makes you unpopular with others:

_____a. Always INTERVIEWER: Card #9
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

55. Put suggestions made by persons in the unit into operation:

_____a. Often INTERVIEWER: Card #11
_____b. Fairly often
_____c. Occasionally
_____d. Once in a while
_____e. Very seldom

56. Refuse to explain his actions:

_____a. Often INTERVIEWER: Card #11
_____b. Fairly often
_____c. Occasionally
_____d. Once in a while
_____e. Very seldom

57. Ask for sacrifices from persons under him for the good of his entire unit:

_____a. Often INTERVIEWER: Card #11
_____b. Fairly often
_____c. Occasionally
_____d. Once in a while
_____e. Very seldom

58. Act without consulting persons under him:

_____a. Often INTERVIEWER: Card #11
_____b. Fairly often
_____c. Occasionally
_____d. Once in a while
_____e. Very seldom

59. "Needle" persons under him for greater effort:

_____a. A great deal INTERVIEWER: Card #10
_____b. Fairly much
_____c. To some degree
_____d. Comparatively little
_____e. Not at all

60. Insist that everything be done his way:

_____a. Always INTERVIEWER: Card #9
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

61. Encourage slow-working persons in his unit to work harder:

_____a. Often INTERVIEWER: Card #11
_____b. Fairly often
_____c. Occasionally
_____d. Once in a while
_____e. Very seldom

62. Meet with the persons in his unit at certain regularly scheduled times:

_____a. Always INTERVIEWER: Card #9
_____b. Often
_____c. Occasionally
_____d. Seldom
_____e. Never

63. In your opinion, what should be included in the formal education and preparation for secretarial/stenographic positions?

64. Which of the following items do you feel contributes most to secretarial/stenographic success?

_____a. Education and vocational training.
_____b. Past work experience.
_____c. Interest in the work.
_____d. The kind of supervision a secretary/stenographer receives.

64a. Why do you feel this way?

65. Do you belong to any professional organizations? _____Yes _____No

IF YES? 65a. Which ones?

PROFESSIONAL ORGANIZATIONS

INTERVIEWER: Now I am going to ask you some questions about yourself.

66. How many years of school have you completed? (INTERVIEWER: Circle response.)

Less than 7	8	9	10	11	12	13	14	15	16	17	M.A.	More
					High School				Bachelor's Degree			

67. In high school, what course of study did you follow:

______a. College preparatory
______b. Business
______c. Vocational
______d. General

ASK ONLY IF MORE THAN 12 YEARS OF SCHOOL:

67a. What was your major field of study in post high school training?

MAJOR FIELD OF STUDY

67b. What was the name of the school you attended after high school? (INTERVIEWER: Obtain city and state.)

SCHOOL	CITY	STATE

68. What is your home address? (INTERVIEWER: Record response in Column I and complete Column 2 of chart below.)

68a. How long have you lived at this address? (INTERVIEWER: Record response in Column 3 of chart below.)

COLUMN I	COLUMN 2	COLUMN 3
Street Number and Name of Street	City and State	Length of Residence

69. What is your marital status?

_____ a. Single
_____ b. Married
_____ c. Separated
_____ d. Divorced
_____ e. Widowed

IF SINGLE:

69a. Are you living:

_____ a. By yourself
_____ b. With your parents
_____ c. With relatives

IF EVER MARRIED:

70. Do you have any children? _____ Yes _____ No

IF YES: Complete chart.

Age of each child?	Living at home? (Circle response)	If school age: Grade Level
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	

71. Where were you born?

CITY, TOWN	STATE

71a. What was your age on your last birthday?

AGE

72. Would you look at this card and tell me which letter represents your gross annual salary? (INTERVIEWER: Give R Card #12 and indicate response with a check.)

______ a. Under $7,000.
______ b. More than $ 7,000 but less than $ 9,000.
______ c. More than $ 9,000 but less than $11,000.
______ d. More than $11,000 but less than $13,000.
______ e. More than $13,000 but less than $15,000.
______ f. Over $15,000.

73. Would you look at this next card and tell me which letter represents the total yearly income (salaries, wages, dividends, etc.) of you and your family? (INTERVIEWER: Give R Card #13 and indicate response with a check.)

______ a. Under $7,000.
______ b. More than $ 7,000 but less than $ 9,000
______ c. More than $ 9,000 but less than $11,000
______ d. More than $11,000 but less than $13,000
______ e. More than $13,000 but less than $15,000
______ f. More than $15,000 but less than $17,000
______ g. Over $17,000.

74. INTERVIEWER: Please observe and indicate sex and race of respondent.

SEX

______ Male
______ Female

RACE

______ White
______ Negro
______ Other

INTERVIEWER: Terminate interview.

75. INTERVIEWER'S COMMENTS

76. INTERVIEWER'S COMMENTS

APPENDIX D

Interview Instrument: Other

FACTORS ASSOCIATED WITH SUCCESSFUL ADAPTATION TO THE SECRETARIAL/STENOGRAPHIC ROLE

WAYNE STATE UNIVERSITY
College of Education
Business Education
Detroit, Michigan 48202

TYPE OF INTERVIEW: OTHER

Interview Number: ____________ Work Group Number: ____________

Interviewee: ____

Company: Michigan Bell Department: ____________________________

Address: ____

Telephone Number: ________________________ Extension: ____________

Head Supervisor: ____

Title: ____

Position	Names	Position	Names
Supervisors		(Cont.) S/S's	
		Others	
S/S's			

Date of Interview: ____________ Interviewer: ________________________

Time Begin: ____________ AM PM Time Completed: ________ AM PM Editing Time: ________

1. What is your exact job title and group level?

JOB TITLE	GROUP LEVEL

1a. For whom do you work?

WORK(S) FOR

2. How long have you been employed by Michigan Bell?

LENGTH OF TIME

2a. How long have you been a member of your present work group?

LENGTH OF TIME

3. Is your present job the same as your entry job (i.e., the job you were hired for)?

__________Yes __________No

IF NO:

3a. What was your entry job?

ENTRY JOB

4. What were the requirements you were asked to meet in order to be employed at Michigan Bell?

REQUIREMENTS

4a. Have you ever taken typing and shorthand tests at Michigan Bell? (INTERVIEWER: Indicate tests taken with a check and obtain approximate year tests were taken. Note: R may have taken only one test; the year may not be the same if R took both tests.)

_____Did not take shorthand/typing tests

_____Typing: Year taken

_____Shorthand: Year

5. Have you used all the skills you were required to have, or for which you were tested in your work here at Michigan Bell?

_____Yes _____No

IF NO:

5a. Which skills have you not used?

SKILLS NOT USED

6. Do you possess skills which you have not used in your work here at Michigan Bell?

_____Yes _____No

IF YES:

6a. Would you tell me the skills you possess and are not using?

SKILLS POSSESSED AND NOT USING

INTERVIEWER: Now I am going to ask you some questions that call for judgments on your part. Remember, your replies will remain confidential.

Everyone knows that there are real differences in the overall effectiveness of secretaries. We would be interested in learning the extent to which such differences occur in this office.

__INTERVIEWER__: Before asking Q. 7, complete chart below (column I) with the name(s) of S/S employee(s) [redacted]

RECORD NAME(S) OF S/S EMPLOYEE(S) IN THIS COLUMN.	RECORD RANKING(S) IN THIS COLUMN
#1	
#2	
#3	
#4	
#5	
#6	
#7	

7. Using your own personal standards as to what constitutes effective secretarial/stenographic performance, how would you evaluate ____'s performance in terms of the scale on this card. [INTERVIEWER: Give R Card #1. [redacted] Record evaluation(s) in Comumn 2 of above chart.]

SCALE:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
			Poor S/S					Average S/S										Per S/S

INTERVIEWER: Enter names listed on Chart on Page 5 into Column I of the following chart; use same listing sequence.

NAMES OF EMPLOYEES	REASONS
#1.	
#2.	
#3.	
#4.	
#5.	
#6.	

8. For what reasons did you rate (name #1 above) as (repeat name #1's rating) as a secretary/stenographer?

INTERVIEWER: Record reasons in Column 2 of above chart. Continue till all S/S's have been mentioned.

9. What do you think is the role of a secretary?

ROLE OF A SECRETARY

10 Do you feel there is a difference between the role of a stenographer and that of a secretary?

_______Yes _______No

IF YES: 10a. What do you think is the role of a stenographer?

ROLE OF A STENOGRAPHER

11. What skills, knowledges, and personal qualities must a secretarial/ stenographic employee possess in order to function effectively in most offices? (PROBE)

SKILLS, KNOWLEDGES, & PERSONAL QUALITIES

INTERVIEWER: Enter names listed on Chart on Page 6 into Column 1 of the following chart; use same listing sequence.

Column 1	Column 2 (Q 12)	Column 3 (Q 12a)	Column 4 (Q 12b)
#1			
#2			
#3			
#4			
#5			
#6			

12. (INTERVIEWER: Give R Card #2.)
In terms of the functioning of your office is (NAME #1 ON ABOVE CHART) contribution:

A. Vital
B. Substantial
C. Routine
D. Unnecessary

INTERVIEWER: Record response in Column 2.

INTERVIEWER: Repeat Question 12 for each name recorded on above Chart and record response in Column 2; obtain R's contribution last.

12a. In terms of the functioning of your office, do your co-workers consider (NAME #1 ON ABOVE CHART) contribution as:

INTERVIEWER: Use same procedures as Question 12, but record responses in Column 3; obtain R's contribution last.

12b. In terms of the functioning of your office, does your supervisor consider (NAME #1 ON ABOVE CHART) contribution as:

INTERVIEWER: Use same procedures as Question 12, but record responses in Column 4; obtain R's contribution last.

13. Which of the following items do you feel contributes most to secretarial/stenographic success?

____a. Education and vocational training.
____b. Past work experience.
____c. Interest in the work.
____d. The kind of supervision a secretary/stenographer receives.

13a. Why do you feel this way?

14. I am going to give you a card (CARD #3) listing a series of paired traits. Would you please tell me the number and letter which best applies to (NAME #1) for each line given?

(INTERVIEWER: (1) Record letter on line next to numbered trait, and
(2) have R rate each S/S employee.)

Name #1: ______________________________

_____ (1) Punctual OR _____ (2) Tardy
_____ (3) Independent OR _____ (4) Dependent
_____ (5) Disorganized OR _____ (6) Organized
_____ (7) Accurate OR _____ (8) Inaccurate
_____ (9) Energetic OR _____ (10) Lazy
_____ (11) Tense OR _____ (12) Relaxed
_____ (13) Decisive OR _____ (14) Indecisive
_____ (15) Inflexible OR _____ (16) Flexible
_____ (17) Lacks Initiative OR _____ (18) Has Initiative
_____ (19) Confident OR _____ (20) Lacks Confidence

Card: 3
A. Extremely
B. Quite
C. Somewhat

Please describe (NAME #2) as you ordinarily think of her:

Name #2: ______________________________

_____ (1) Punctual OR _____ (2) Tardy
_____ (3) Independent OR _____ (4) Dependent
_____ (5) Disorganized OR _____ (6) Organized
_____ (7) Accurate OR _____ (8) Inaccurate
_____ (9) Energetic OR _____ (10) Laze
_____ (11) Tense OR _____ (12) Relaxed
_____ (13) Decisive OR _____ (14) Indecisive
_____ (15) Inflexible OR _____ (16) Flexible
_____ (17) Lacks Initiative OR _____ (18) Has Initiative
_____ (19) Confident OR _____ (20) Lacks Confidence

Please describe (NAME #3) / (NAME #4) as you ordinarily think of her:

. Name #3: ________________________________

____ (1) Punctual OR ____ (2) Tardy
____ (3) Independent OR ____ (4) Dependent
____ (5) Disorganized OR ____ (6) Organized
____ (7) Accurate OR ____ (8) Inaccurate
____ (9) Energetic OR ____ (10) Lazy
____ (11) Tense OR ____ (12) Relaxed
____ (13) Decisive OR ____ (14) Indecisive
____ (15) Inflexible OR ____ (16) Flexible
____ (17) Lacks Initiative OR ____ (18) Has Initiative
____ (19) Confident OR ____ (20) Lacks Confidence

ard: 3
. Extremely
. Quite
. Somewhat

* *

. Name #4: ________________________________

____ (1) Punctual OR ____ (2) Tardy
____ (3) Independent OR ____ (4) Dependent
____ (5) Disorganized OR ____ (6) Organized
____ (7) Accurate OR ____ (8) Inaccurate
____ (9) Energetic OR ____ (10) Lazy
____ (11) Tense OR ____ (12) Relaxed
____ (13) Decisive OR ____ (14) Indecisive
____ (15) Inflexible OR ____ (16) Flexible
____ (17) Lacks Initiative OR ____ (18) Has Initiative
____ (19) Confident OR ____ (20) Lacks Confidence

Please describe (NAME #5) / (NAME #6) as you ordinarily think of her:

4d. Name #5: ______________________________

_____ (1) Punctual OR _____ (2) Tardy

_____ (3) Independent OR _____ (4) Dependent

_____ (5) Disorganized OR _____ (6) Organized

_____ (7) Accurate OR _____ (8) Inaccurate

_____ (9) Energetic OR _____ (10) Lazy

_____ (11) Tense OR _____ (12) Relaxed

_____ (13) Decisive OR _____ (14) Indecisive

_____ (15) Inflexible OR _____ (16) Flexible

_____ (17) Lacks Initiative OR _____ (18) Has Initiative

_____ (19) Confident OR _____ (20) Lacks Confidence

Card: 3
A. Extremely
B. Quite
C. Somewhat

* *

4e. Name #6: ______________________________

_____ (1) Punctual OR _____ (2) Tardy

_____ (3) Independent OR _____ (4) Dependent

_____ (5) Disorganized OR _____ (6) Organized

_____ (7) Accurate OR _____ (8) Inaccurate

_____ (9) Energetic OR _____ (10) Lazy

_____ (11) Tense OR _____ (12) Relaxed

_____ (13) Decisive OR _____ (14) Indecisive

_____ (15) Inflexible OR _____ (16) Flexible

_____ (17) Lacks Initiative OR _____ (18) Has Initiative

_____ (19) Confident OR _____ (20) Lacks Confidence

Please describe (NAME #7) / (NAME #8) as you ordinarily think of her:

4f. Name #7: ______________________________

____	(1) Punctual	OR	____	(2) Tardy
____	(3) Independent	OR	____	(4) Dependent
____	(5) Disorganized	OR	____	(6) Organized
____	(7) Accurate	OR	____	(8) Inaccurate
____	(9) Energetic	OR	____	(10) Lazy
____	(11) Tense	OR	____	(12) Relaxed
____	(13) Decisive	OR	____	(14) Indecisive
____	(15) Inflexible	OR	____	(16) Flexible
____	(17) Lacks Initiative	OR	____	(18) Has Initiative
____	(19) Confident	OR	____	(20) Lacks Confidence

Card: 3
A. Extremely
B. Quite
C. Somewhat

* *

14g. Name #8: ______________________________

____	(1) Punctual	OR	____	(2) Tardy
____	(3) Independent	OR	____	(4) Dependent
____	(5) Disorganized	OR	____	(6) Organized
____	(7) Accurate	OR	____	(8) Inaccurate
____	(9) Energetic	OR	____	(10) Lazy
____	(11) Tense	OR	____	(12) Relaxed
____	(13) Decisive	OR	____	(14) Indecisive
____	(15) Inflexible	OR	____	(16) Flexible
____	(17) Lacks Initiative	OR	____	(18) Has Initiative
____	(19) Confident	OR	____	(20) Lacks Confidence

14h. Describe your supervisor as you ordinarily think of him:

_____ (1) Punctual	OR	_____ (2) Tardy
_____ (3) Independent	OR	_____ (4) Dependent
_____ (5) Disorganized	OR	_____ (6) Organized
_____ (7) Accurate	OR	_____ (8) Inaccurate
_____ (9) Energetic	OR	_____ (10) Lazy
_____ (11) Tense	OR	_____ (12) Relaxed
_____ (13) Decisive	OR	_____ (14) Indecisive
_____ (15) Inflexible	OR	_____ (16) Flexible
_____ (17) Lacks Initiative	OR	_____ (18) Has Initiative
_____ (19) Confident	OR	_____ (20) Lacks Confidence

Card #3

A. Extremely
B. Quite
C. Somewhat

INTERVIEWER: I have been asking you to make some judgments about specific individuals, now I am going to ask you some questions about work groups.

(For Question 15 you will have to repeat names of secretarial/stenographic staff.)

---

15. Thinking about secretarial/stenographic staffs in general, would you say that the secretarial/stenographic staff right here in this office could best be described as: (INTERVIEWER: Give R Card #4.)

Card #4.

_____a. Well above average.
_____b. A little above average.
_____c. Average.
_____d. A little below average.
_____e. Well below average.

* * *

INTERVIEWER: Work groups often differ in two major ways. One way is the extent to which the members get things done as a work team. The second way is the extent to which the people of the work group get along well with each other.

16. Considering the work group made up of (READ NAMES OF ALL PEOPLE LISTED ON FACE SHEET), to what extent do the members get things deon as a work team? (INTERVIEWER: Give R Card #5 and indicate response with a check.)

Card #5

_____a. Much above average.
_____b. Above average.
_____c. Average
_____d. Below average.
_____e. Much below average.

17. And to what extent do the members of this work group get along well with each other?(INTERVIEWER: Give R Card #5 and indicate response with a check.)

Card #5

_____a. Much above average.
_____b. Above average.
_____c. Average.
_____d. Below average.
_____e. Much below average.

18. How does this work group compare with other work groups here at Michigan Bell in the way that people get along together? (INTERVIEWER: Give R Card #6 and indicate response with a check.)

Card #6

_____a. Better than most.
_____b. About the same as most.
_____c. Not as good as most.
_____d. Not ascertained (unable to say)

18a. In the way that people stick together?

Card 6

_____a. Better than most.
_____b. About the same as most.
_____c. Not as good as most.
_____d. Not ascertained (don't know)

18b. In the way that people help each other on the job?

Card 6

_____a. Better than most.
_____b. About the same as most.
_____c. Not as good as most.
_____d. Not ascertained (don't know)

19. What percentage of your time is spent working alone without talking with others? (INTERVIEWER: Hand R Card #7.)

____a. Over 80%
____b. 60 - 80%
____c. 40 - 60%
____d. 20 - 40%
____e. Less than 20%

20. During a normal work day, employees often interact with others. Of this Interaction Time, what percentage is spent interacting with people outside this work group (i.e., face-to-face, phone). (INTERVIEWER: Hand R Card #7.)

____a. Over 80%
____b. 60 - 80%
____c. 40 - 60%
____d. 20 - 40%
____e. Less than 20%

21. How many people outside of your work group do you have contact with in a normal working day?

NUMBER OF PEOPLE

22. How often do you have something to do as part of your job with each of the following groups of people? (INTERVIEWER: Give R Card #8 and read each group; indicate response with a check in appropriate column.)

22.	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
Groups	Never	Seldom	Occasionally	Frequently	Always
a. Your boss or other people over you?					
b. People you supervise directly or indirectly?					
c. Others who work with you in this same department?					
d. Others who work in other departments?					
e. Outsiders who have business with Mich. Bell?					
f. Any other groups of people (LIST)?					
g.					
h.					
i					
j					

INTERVIEWER: Before asking Q. 23 record names of total work group (refer to face sheet) in Column I of following chart.

Total Composition of Work Group	Extent to which each member is a part of the work group			
	A	B	C	D
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				
#11				
#12				
#13				
#14				
#15				

23. Please look at this card and tell me which letter best indicates the extent to which (NAME #1) is a part of this work group? (INTERVIEWER: Give R Card #9 and indicate response with a check. Ask for all names recorded above in Column I; obtain R's self-rating last.)

CARD #9

A. Do not fell that ___ belongs.
B. Included in some ways, but not others.
C. Included in most ways.
D. Really a part of the work group.

24. If scheduling problems were not present, would you choose to go out to lunch with someone from your work group?

_____Yes _____No

IF YES:

24a. Who would you choose to go out to lunch with?

NAMES

INTERVIEWER: Ask Question 17 only if more than two workers other than supervisor is present in work group.

25. If you ran into difficulty with your work, who in your work group other than your supervisor would you ask for help?

26. If you had a chance to do the same kind of work for the same pay in another work group how would you feel about moving? (INTERVIEWER: Indicate response with a check.)

_____a. Would want very much to move.
_____b. Would rather move than stay where you are.
_____c. Would make no difference to you.
_____d. Would rather stay where you are than move.
_____e. Would want very much to stay where you are.
_____f. Not ascertained.

26a. Why do you feel this way?

27. How would you feel if your supervisor were transferred to another department in the company? (INTERVIEWER: Indicate response with a check.)

_____a. Would very much want him to remain.
_____b. Would rather have him remain.
_____c. Would make no difference to me.
_____d. Would rather have him transferred.
_____e. Would want very much for him to be transferred.

27a. Why do you feel this way?

27b. What would be the effect of this action (i.e., transfer) on your work group.

EFFECT OF TRANSFER ON WORK GROUP

INTERVIEWER: All of us occasionally feel bothered by certain kinds of things in our work. I am going to read a list of things that sometimes bother people, and I would like you to tell me how frequently you feel bothered by each of them. (Give R Card #10.)

Precede each item by the phrase: HOW FREQUENTLY ARE YOU BOTHERED BY...

28. Feeling that you have too little authority to carry out the responsibilities assigned to you.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not Ascertained

29. Being unclear on just what the scope and responsibilities of your job are.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not Ascertained

30. Not knowing what opportunities for advancement or promotion exist for you.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not Ascertained

31. Feeling that you have too heavy a work load, one that you cannot possibly finish during an ordinary working day.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

32. Thinking that you will not be able to satisfy the conflicting demands of various people over you.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

33. Feeling that you are not fully qualified to handle your job.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

34. Not knowing what your supervisor thinks of you, how he evaluates your performance.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

35. The fact that you cannot get information needed to carry out your job.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

36. Having to decide things that affect the lives of individuals, people that you know.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

37. Feeling that you may not be liked and accepted by the people you work with.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

38. Feeling unable to influence your immediate superior's decisions and actions that affect you.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

39. Not knowing just what people you work with expect of you.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

40. Thinking that the amount of work you have to do may interfere with how well it gets done.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

41. Feeling that you have to do things on the job that are against your better judgment.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

42. Feeling that your job interfers with your ~~family~~ PERSONAL life.

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

43. By your personal progress in the company?

_____a. Never bothered
_____b. Seldom bothered
_____c. Occasionally bothered
_____d. Frequently bothered
_____e. Always bothered
_____f. Not ascertained

44. Does your immediate supervisor make it clear to you what is to be done when you are given work?

_____a. Always
_____b. Most of the time
_____c. Some of the time
_____d. Seldom or never

45. How well does your supervisor explain new jobs or methods that come along?

_____a. Very well
_____b. Fairly well
_____c. Not so well

46. To what extent does your supervisor allow you the freedom to accomplish your work in your own way, free of detailed suggestions?

_____a. Almost always
_____b. Most of the time
_____c. Some of the time
_____d. Seldom or never

47. Some supervisors seem to be interested in their employees as individuals first and secondly as people to get work done. Other supervisors put things the other way around. To what extent is your immediate supervisor interested in you as a person?

_____a. Very much interested in me as a person
_____b. Fairly interested in me as a person
_____c. Not interested in me as a person

48. How reasonable would you say your immediate supervisor is in what he expects of you?

_____a. Very reasonable
_____b. Moderately reasonable
_____c. Reasonable in some ways, not in others
_____d. Unreasonable

49. If your supervisor were out of the office and a decision had to be made, who would make it?

INTERVIEWER: Now I am going to ask you some questions about yourself.

50. How many years of school have you completed? (INTERVIEWER: Circle response.)

Less than 7	8	9	10	11	12	13	14	15	16	17 or More
					High School				Bachelor's Degree	

51. Did you major in the secretarial or business curriculum while in high school?

_____Yes _____No

52. Would you tell me the name of the last high school that you attended and the city and state?

LAST HIGH SCHOOL	CITY	STATE

INTERVIEWER: Ask only if R had more than 12 years of schooling.

53. What type of school did you attend after high school?

_____a. Junior college
_____b. College or university
_____c. Business school
_____d. Public night school
_____e. Other (Specify): ______________________

53a. What is the name of this school? (INTERVIEWER: Obtain city and state in which school is located.)

#1

NAME OF SCHOOL	CITY	STATE

#2

NAME OF SCHOOL	CITY	STATE

53b. Did you major or minor in secretarial and/or business courses?

_______Major _______Minor _______Neither

54. Have you had any additional training since leaving school that we have not mentioned?

_______Yes _______No _______Still in school

IF YES AND STILL IN SCHOOL:

54a. What is the name of the school? (INTERVIEWER: Obtain city and state in which school is located.)

NAME OF SCHOOL	CITY	STATE

54b. What type of training was/is this?

55. Speaking generally, would you say your grades in school were:

	Above Average	Average	Below Average
High School			
College or Business School			

56. How long have you worked as a ______________?
(use current job title)

DURATION EMPLOYED AS___

56a. Did you work full-time during this period; or was some, or all of it, part-time?

CHECK IF FULL-TIME ONLY	DURATION FULL-TIME	DURATION PART-TIME

57. Have you ever been employed as a secretary/stenographer?

_____Yes _____No

IF YES: 57a. How long did you work as a secretary/stenographer?

YEARS WORKED AS AN S/S

58. What is your home address? (INTERVIEWER: Record response in Column 1 and complete Column 2 of chart below.)

58a. How long have you lived at this address? (INTERVIEWER: Record response in Column 3 of chart below.)

COLUMN 1	COLUMN 2	COLUMN 3
Street Number and Address:	City & State:	Length of Residence

59. What is your marital status?

_____a. Single
_____b. Married
_____c. Separated
_____d. Divorced
_____e. Widowed

IF SINGLE:

59a. Are you living:

_____a. By yourself
_____b. With your parents
_____c. With relatives

IF EVER MARRIED·

60. Do you have any children? __________Yes __________No

IF YES: Complete chart.

Age of each child?	Living at home? (Circle response)	If school age: Grade Level
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	

61. Where were you born?

CITY, TOWN	STATE

61a. What was your age on your last birthday?

AGE

ASK Q. 62 ONLY IF R IS MARRIED FEMALE

62. What is your husband's occupation? (INTERIVEWER: Obtain specific information as to type of occupation/business.)

HUSBAND'S OCCUPATION
e.g., Lathe operator, bank teller, bus driver, owns grocery store

IF "LAID OFF OR UNEMPLOYED," OR "RETIRED," OR "DECEASED":

62a. What was the last full-time occupation he held? (INTERVIEWER: Obtain specific information as to type of occupation/business.)

HUSBAND'S LAST OCCUPATION
e.g., Lathe operator, bank teller, bus driver, etc.

ASK Q. 63 ONLY IF R IS MARRIED

63. What is the highest grade your husband completed in school? (INTERVIEWER: Indicate response with a circle.)

Less than 7 8 9 10 11 12 13 14 15 16 17 M.A. Ph.D.

64. Would you look at this card and tell me which letter represents your gross weekly salary? (INTERVIEWER: Give R Card #11 and check response.)

_____a. Less than $80
_____b. More than $80 but less than $100
_____c. More than $100 but less than $120
_____d. More than $120 but less than $140
_____e. More than $140 but less than $160
_____f. More than $160

65. Would you look at this next card and tell me which letter represents the gross total yearly income (salaries, wages, dividends, etc.) of you and your family (i.e., all the members who contribute to support of family)? (INTERVIEWER: Give R Card #12 and indicate response with a check.)

_____a. Less than $5,000.
_____b. More than $ 5,000 but less than $ 7,000
_____c. More than $ 7,000 but less than $ 9,000
_____d. More than $ 9,000 but less than $11,000
_____e. More than $11,000 but less than $13,000
_____f. More than $13,000

66. INTERVIEWER: Please observe and indicate sex and race of respondent:

_____MALE _____FEMALE

_____WHITE _____NEGRO _____OTHER

67. INTERVIEWER'S COMMENTS

68. INTERVIEWER'S COMMENTS

APPENDIX E

Survey of Selected Companies

WAYNE STATE UNIVERSITY

COLLEGE OF EDUCATION

DETROIT, MICHIGAN 48202

DEPARTMENT OF BUSINESS AND
DISTRIBUTIVE EDUCATION

February 1967

Most people would agree that secretaries/stenographers play a very important role in the successful functioning of an office. The U. S. Office of Education, in recognition of this fact, has given a grant to Wayne State University to determine those factors that are associated with secretarial/stenographic success.

We must, at this time, determine the frequency occurance of the different types of *work group settings* for secretarial/stenographic employees. You can assist us in compiling this data by completing the enclosed self-addressed postal card.

Please call (833-1400, Extension 7483) Mrs. Harriet Gales, or Mr. Gary Shapiro if you have any questions.

Fred S. Cook
FRED S. COOK, Chairman

FSC:mm

Enclosure

The following *definitions* prepared for this study will serve as guidelines in making your evaluations:

1. *Secretary/stenographer:* An employee who produces typewritten copy (1) from dictation (either from notes or a machine, (2) from her own composition, or (3) from oral directions.

2. *Work Group:* Those persons whose job functions lie within the same departmental limits, and who are in such physical proximity and of such limited number that each person is able to communicate with the others in that group on a face-to-face basis.

PLEASE RANK (USING 1, 2, etc.) THE FREQUENCY OCCURANCE OF THE FOLLOWING SECRETARIAL/STENOGRAPHIC (S/S) WORK GROUP SETTINGS THAT EXIST IN YOUR COMPANY [Leave blank situation(s) that do not exist]:

____Situation A: An S/S employee that (a) works for only one person and (b) works with no other individual in that work group.

____Situation B: An S/S employee that (a) works for two or more people and (b) works with no other individual in that work group.

____Situation C: An S/S employee that (a) works for one person and (b) works with one or more individuals in that work group.

____Situation D: An S/S employee that (a) works for two or more people and (b) works with one or more individuals in that work group.

APPENDIX F

Material Used In Training Session

APPENDIX F

WSU SECRETARIAL/STENOGRAPHIC STUDY 34

AGENDA 6

TRAINING SESSIONS 8

1 May 1967

8:45 - 9:00 (Gales)	Welcome and introductions
9:00 - 9:20 (Cook)	Origins of the S/S Study including brief historical review of previous pertinent studies. What we are attempting to do with stress on the unique aspects of this project; i.e., social psychological approach, work group, etc.
9:20 - 9:40 (Gary)	Definitions for S/S Study
9:40 - 10:00 (Gary)	Introduction of Interviewer Kits: Identification Cards Letter of Introduction List of Definitions General Procedures One of each instrument (3) A Set of Respondent Cards for Each Instrument A Set of Instructions for Each Instrument Key Points for Administering Instruments Time Sheet for Record of Hours Worked Travel Log for Mileage Reimbursement Map of Bell Offices
10:00 - 10:30 (Gary)	General Procedures
10:30 - 10:45	Break
10:45 - 12:30 (Harriet & Gary)	Discussion of S/S Instrument

12:30 - 1:30	Lunch
1:30 - 1:45 (Cook)	Training for Typing and Shorthand Tests
1:45 - 2:30 (Harriet & Gary)	Discussions of Supervisor's Instrument
2:30 - 3:00 (Harriet & Gary)	Discussions of Other's Instrument
3:00 - 3:15	Coffee (Served in Room F-1)
3:15 - 4:00 (Mr. David Hoyle)	Presentation by Representative of Michigan Bell 1. Company's interest in the study 2. Description of the organizational structure by flow chart 3. General procedures to follow at the field locations 4. Review of the Locations involved in the study (maps)
4:00 - 4:30 (Harriet)	Mechanics of conducting the study: 1. Methods of assignments and returning interviews 2. Procedures for May 2
4:30 - 5:10 (Gary)	Releasing Assignments
5:10 - 5:30	Dr. Cook Closing Statements

May 2

1. Return to Wayne State University by 3:00 for personal review of work

NOTE: If assignments are completed earlier, report to Wayne after completion of last assignment.

4:00 - 6:00 Training Session $2 in Room 425 of the College of Education

GENERAL PROCEDURES FOR THE WSU SECRETARIAL/STENOGRAPHIC STUDY

The research staff of the Department of Business and Distributive Education believe that each of you can be counted on to conduct this study in a manner that will continue to uphold the good relationship that exists between the Michigan Bell Telephone Company and Wayne State University. However, due to (a) the in-depth nature of the instruments, and (b) a tendency upon the part of the respondents to suspect the confidentiality of their remarks (as accertained in pre-testing) we feel it is necessary to make the following comments:

1. Due to the nature of the instruments it may be necessary to reassure the respondent that all replies will be held in strict confidence. However, this reassurance need not be overdone.
2. Do not force the issue if, at any time, a respondent does not feel qualified to answer a question, or displays undue signs of concern. However, it is important that you indicate the reason(s) for a "no answer".

Assistance with any questions or problems that arise should be immediately clarified by calling Mrs. Gales at 833-1400, Ext. 7483; if busy 833-3370.

TIME SCHEDULE

Business Hours:

Most offices at Michigan Bell will be open between the hours of 8:30 a.m. and 5:00 p.m. It is imperative that you be at the appointed destination at opening time.

Number of Interviews:

It is expected that five to seven interviews be administered per day by each interviewer. Of course, the number of interviews completed in a given day will depend upon the size and location of the work group.

Administering Instruments:

1. The S/S instrument should take approximately 60-70 minutes.
2. The other two instruments--supervisors and others--should take approximately 30 minutes each.

NOTE: Occasional deviation from the above time schedules are to be anticipated. Please remember that a good interviewer is always in charge of the interview. This will enable you to complete the interview in a reasonable amount of time and assist us in coding.

PROCEDURES ON WRITING

Editing:

All interviews must be edited in legible form before returning them to the office. Interviewers will be expected to make corrections on their own time should too many errors arise.

Abbreviations:

1. Your own personal abbrevations must be written out in the editing stage. Please do not assume that we can decipher your abbreviations. However, this does not mean that you cannot use abbreviations, but be sure you have expanded them into legible words during your editing.

2. Commonly used abbriviations are acceptable. Examples:

    a. number ---- #

    b. company ---- co.

    c. March ------ Mar.

3. Acceptable abbreviations for this study are:

    a. Secretary/Stenographer --- S/S

    b. Supervisor -------------- Sup.

    c. Shorthand -------------- Sh

    d. Typing ------------------ T

    e. Don't know -------------- DK

    f. Respondent -------------- R

    g. Interviewer --------------I

    h. No answer --------------- NA

    i. Michigan Bell ----------- MB

PROCEDURES ON PROBES

1. Whenever a "probe" is used it must be indicated by the following symbol:

   x

2. The most effective and preferred method of probing is to repeat the question or preface the question with "I'm interested . . ."
3. Other types of acceptable probes are:
   - a. "Anything else?"
   - b. "Are there any other things you would like to mention?"
   - c. "What do you mean by that?"
   - d. "What about _ _ _ _ _ _ _ _ _ _ _ _ _?"
     (referring to previous answer)
4. NEVER use a probe that leads the respondent or suggests an answer. For example, do not use the following:
   - a. "Do you think that more should be required?"
   - b. "You haven't mentioned _ _ _, do you think _ _ _ is important?"

PROCEDURES ON VERBATIM RESPONSES

Responses should be recorded as stated by the respondent. Please do not change their wording as this could cause a change in the meaning of R's reply.

Please record all remarks that a respondent might make on precoded questions. The exception is, if he is only asking for clarification of a question.

PROCEDURES ON "NO ANSWERS"

1. All answers that are applicable to respondent, but left unanswered should be explained.
2. All questions not answered for reason of "no applicability" should be indicated with a slanted line.
3. All blank questions shall be considered an error.

INSTRUCTIONS TO INTERVIEWERS

SECRETARIES/STENOGRAPHERS

8. FOR WHAT REASONS DID YOU RATE (....) AS YOU DID?

Press for specific reasons such as job performance, dependability, initiative, etc.

Example: "She is a good S/S." Probe this reply with "How is she a good S/S?"

NOTE: Other preferred probes are enumerated in material ent-tled "General Procedures."

9. WHAT DO YOU THINK IS THE ROLE OF A SECRETARY?

You may get a range of comments from vague to specific. We don't wish to lead respondents. However, if R's replies are too sparse or vague, please use preferred replies enumerated in material entitled "General Procedures."

11. WHAT SKILLS, KNOWLEDGES, AND PERSONAL QUALITIES MUST A SECRETARIAL/ STENOGRAPHIC EMPLOYEE POSSESS IN ORDER TO FUNCTION EFFECTIVELY IN MOST OFFICES? (PROBE)

Again, please use probes that are enumerated in material entitled "General Procedures."

NOTE: If R's replies seem too vague, please ask "What do you mean by that?"

12. THINKING ABOUT SECRETARIES IN GENERAL, TO WHAT EXTENT DO YOU CONSIDER ....?

For Questions 12 through 12d, please preface each question with "thinking about S/S's in general ...?"

13. IN TERMS OF THE FUNCTIONING OF YOUR OFFICE IS (....) CONTRIBUTION ....?

If R asks for clarification of this question; that is, if R replies with "What do you mean?" Please respond with: "Considering _ _ _ 's (use name) performance, which letter on the card best describes her contribution to the office?"

24. PLEASE LOOK AT THIS CARD AND TELL ME WHICH LETTER BEST INDICATES THE EXTENT TO WHICH (....) IS A PART OF THIS WORK GROUP?

Here, again, if R asks for clarification, please respond with: "In terms of your own feelings, which letter on the card best describes the extent which _ _ _ (use name) is a part of the work group?"

Interviewer: In other words, we wish to know how does R think person being rated fits in the work group.

31 - 46 JOB TENSION INDEX

It is a must that each question in this series be prefaced by: "How frequently are you bothered by..."

64. SECRETARIAL/STENOGRAPHIC DUTIES

The last digit of the interview number will indicate odd and even numbered respondents.

NOTE: The interview number is located in the top-left corner of the face sheet.

66. HOW MANY YEARS OF SCHOOL HAVE YOU COMPLETED?

Please write all ambiguous replies. For example, R may state that she finished high school and attended college part-time for one year. Please circle high school and make notation as to the one year of part-time college.

72. DO YOU BELONG TO ANY PROFESSIONAL ORGANIZATIONS?

We are solely interested in business professional organizations. That is, those organizations that have a direct relationship with R's job. However, please write all organizations offered (e.g., Parent Teacher Association, Girl Scouts, etc.). Decisions on which organizations to code will be made in the office.

NOTE: If R replies with initials of an organization, please obtain formal name.

76. WHAT IS YOUR HOME ADDRESS?

If R wants to know why we are asking for home address, please reply with: "This information will be coded as to general geographic regions in the metropolitan area rather than as an exact street address."

77a. ARE YOU LIVING....?

If R is living with friend(s), check code "a. - by yourself."

78. LIVING AT HOME (See second column of chart)

We mean children that are living at home, with respondent. In other words, a respondent may be divorced/separated and have children that are living with the other parent. This does not qualify as we have defined it.

85. WOULD YOU LOOK AT THIS NEXT CARD AND TELL ME WHICH LETTER REPRESENTS THE TOTAL YEARLY INCOME (....) OF YOU AND YOUR FAMILY?

"Family income" refers to those members of a family who live together and share incomes.

INSTRUCTIONS TO INTERVIEWERS

SUPERVISORS

8. FOR WHAT REASONS DID YOU RATE (....) AS YOU DID?

Press for specific reasons such as job performance, dependability, initiative, etc.

Example: "She is a good S/S." Probe this reply with "How is she a good S/S?"

NOTE: Other preferred probes are enumerated in material entitled "General Procedures."

9. WHAT DO YOU THINK IS THE ROLE OF A SECRETARY?

You may get a range of comments from vague to specific. We don't wish to lead respondent. However, if R's replies are too sparse or vague, please use preferred probes enumerated in material entitled "General Procedures."

11. WHAT SKILLS, KNOWLEDGES, AND PERSONAL QUALITIES MUST A SECRETARIAL/ STENOGRAPHIC EMPLOYEE POSSESS IN ORDER TO FUNCTION EFFECTIVELY IN MOST OFFICES? (PROBE)

Again, please use probes that are enumerated in material entitled "General Procedures."

NOTE: If R's replies seem too vague, please ask "What do you mean by that?"

12. THINKING ABOUT SECRETARIES IN GENERAL, TO WHAT EXTENT DO YOU CONSIDER ....?

For questions 12a through 12d, please preface each question with: "Thinking about secretaries/stenographers in general ....?"

12. IN TERMS OF THE FUNCTIONING OF YOUR OFFICE IS (....) CONTRIBUTION....?

If R asks for clarification of this question; that is, if R replies with "What do you mean?" Please respond with "Considering _ _ _'s (use name) performance, which letter on this card best describes her contribution to the office?"

23. PLEASE LOOK AT THIS CARD AND TELL ME WHCIH LETTER BEST INDICATES THE EXTENT TO WHICH (....) IS A PART OF THIS WORK GROUP?

Here, again, if R asks for clarification, please respond with "In terms of your own feelings, which letter on the card best describes the extent to which _ _ _ (use name) is a part of the work group?"

Interviewer: In other words, we wish to know how does R think person being rated fits in the work group.

NOTE: This is the only question in the instrument for "Other" respondents that you will obtain a self-rating.

28 - 43. JOB TENSION INDEX.

It is a must that each question in this series be prefaced by: "How frequently are you bothered by..."

49. IF YOUR SUPERVISOR WERE OUT OF THE OFFICE AND A DECISION HAD TO BE MADE, WHO WOULD MAKE IT?

Please record name and title inside of box.

50. HOW MANY YEARS OF SCHOOL HAVE YOU COMPLETED?

Please jot down all ambiguous replies; for example, R may state that he finished high school and had three years of college on a part-time basis. Please circle high school and make notation as to three years of part-time college.

college on a part-time basis. Please circle high school and make notation as to three years of part-time college.

68. WHAT IS YOUR HOME ADDRESS?

If R wants to know why we are asking for his home address, please reply with: "This information will be coded as to general geographical regions in the metropolitan area rather than as an exact street address."

70. LIVING AT HOME (see second column of chart)

We mean children that are living at home with respondent. In other words, a respondent may be divorced/separated and have children living with the other parent. This does not qualify according to our definition.

73. WOULD YOU LOOK AT THIS NEXT CARD AND TELL ME WHICH LETTER REPRESENTS THE TOTAL YEARLY INCOME (....) OF YOU AND YOUR FAMILY?

"Family income" refers to those members of a family who live together and share income.

INSTRUCTIONS TO INTERVIEWERS

OTHERS

7. USING YOUR OWN PERSONAL STANDARDS AS TO WHAT CONSTITUTES EFFECTIVE SECRETARIAL/STENOGRAPHIC PERFORMANCE, HOW WOULD YOU EVALUATE _ _ _'s PERFORMANCE IN TERMS OF THE SCALE ON THIS CARD?

Please ignore crossed out words. Question is to be asked about all S/S employees in the work group.

8. FOR WHAT REASONS DID YOU RATE (....) AS YOU DID?

Press for specific reasons such as job performance, dependability, initiative, etc.

Example: "She is a good S/S." Probe this reply with "How is she a good S/S?"

NOTE: Other preferred probes are enumerated in material entitled "General Procedures".

9. WHAT DO YOU THINK IS THE ROLE OF A SECRETARY?

You may get a range of comments from vague to specific. We don't wish to lead respondent. However, if R's replies are too sparse or vague, please use preferred probes enumerated in material entitled "General Procedures".

11. WHAT SKILLS, KNOWLEDGES, AND PERSONAL QUALITIES MUST A SECRETARIAL/ STENOGRAPHIC EMPLOYEE POSSESS IN ORDER TO FUNCTION EFFECTIVELY IN MOST OFFICES? (PROBE)

Again, please use probes that are enumerated in material entitled "General Procedures".

NOTE: If R's replies seem too vague, please ask "What do you mean by that?"

13. IN TERMS OF THE FUNCTIONING OF YOUR OFFICE, IS (....) CONTRIBUTION ...?

If R asks for clarification of this question; that is, if R replies with "What do you mean?" Please respond "Considering _ _ _'s (use name) performance, which letter best describes her contribution to the office?"

20. PLEASE LOOK AT THIS CARD AND TELL ME WHICH LETTER BEST INDICATES THE EXTENT TO WHICH (....) IS A PART OF THIS WORK GROUP?

Here, again, if R asks for clarification, please respond with "In terms of your own feelings which letter on the card best describes the extent to which _ _ _ (use name) is a part of the work group?"

Interviewer: In other words, we wish to know how does R think person being rated fits in the work group.

23 - 62. LEADERSHIP OPINION QUESTIONNAIRE.

It is a must that each question is prefaced by: "How often should a supervisor....?"

65. DO YOU BELONG TO ANY PROFESSIONAL ORGANIZATIONS?

We are solely interested in business professional organizations. That is, those organizations that have a direct relationship with R's job. However, please write all organizations offered (e.g. Parent Teacher Association, Boy Scouts, etc.). Decisions on whcih organizations to code will be made in the office.

NOTE: If R replies with initials of an organization, please obtain formal name.

66. HOW MANY YEARS OF SCHOOL HAVE YOU COMPLETED?

Please write all ambiguous replies; for example, R may state that he finished high school and had three years of

58. WHAT IS YOUR HOME ADDRESS?

If R wants to know why we are asking for his home address please reply with: "This will be coded as to general geographical area in the metropolitan area rather than an exact street address."

59a. ARE YOU LIVING...?

If living with friend, check "by yourself".

60. LIVING AT HOME (SEE SECOND COLUMN OF CHART)

We mean children that are living at home with respondent. In other words, a respondent may be divorced/separated and have children living with the other parent. This does not qualify according to our definition.

65. WOULD YOU LOOK AT THIS NEXT CARD AND TELL ME WHICH LETTER REPRESENTS THE TOTAL YEARLY INCOME (....) FOR YOU AND YOUR FAMILY.

"Family income" refers to those members of a family who live together and share incomes.

APPENDIX G

Self, Peer, Supervisor Ratings Scores

Secretarial Success Scores
By
Self, Peer, Supervisor and Overall Success Scores

Table 1

Inflated Scores	Uninflated Scores	Self Rating	Peer Rating	Supervisor Rating
95.47	18.14	17.00	17.00	19.00
92.47	17.57	18.00	18.50	17.00
91.00	17.29	17.00	18.00	17.00
88.73	16.86	14.00	16.00	18.00
87.94	16.71	15.00	19.00	16.00
87.94	16.71	17.00	16.00	17.00
87.47	16.62	17.00	15.67	17.00
87.21	16.57	14.00	17.00	17.00
86.94	16.52	17.00	15.33	17.00
85.73	16.29	16.00	19.00	15.00
85.73	16.29	12.00	17.00	17.00
84.94	16.14	15.00	17.00	16.00
84.94	16.14	15.00	17.00	16.00
84.21	16.00	18.00	17.00	15.00
84.21	16.00	16.00	18.00	15.00
84.21	16.00	18.00	17.00	15.00
83.47	15.86	15.00	16.00	16.00
83.47	15.86	14.00	16.50	16.00
83.47	15.86	15.00	14.00	17.00
83.47	15.86	19.00	12.00	17.00
82.68	15.71	14.00	14.00	17.00
82.68	15.71	14.00	14.00	17.00
82.68	15.71	14.00	12.00	18.00

Inflated Scores	Uninflated Scores	Self Rating	Peer Rating	Supervisor Rating
81.94	15.57	19.00	13.00	16.00
81.94	15.57	15.00	19.00	14.00
81.94	15.57	15.00	15.00	16.00
81.94	15.57	13.00	18.00	15.00
81.21	15.43	11.00	16.50	16.00
81.21	15.43	15.00	14.50	16.00
81.21	15.43	12.00	16.00	16.00
81.21	15.43	14.00	15.00	16.00
80.47	15.29	13.00	17.00	15.00
80.47	15.29	17.00	13.00	16.00
80.47	15.29	13.00	17.00	15.00
79.68	15.14	14.00	16.00	15.00
79.68	15.14	16.00	17.00	14.00
79.68	15.14	13.00	16.50	15.00
79.68	15.14	18.00	16.00	14.00
79.68	15.14	12.00	15.00	16.00
79.68	15.14	16.00	11.00	17.00
79.68	15.14	16.00	17.00	14.00
79.21	15.05	14.00	15.67	15.00
78.95	15.00	16.00	14.50	15.00
78.95	15.00	11.00	17.00	15.00
78.95	15.00	15.00	15.00	15.00
78.21	14.86	14.00	15.00	15.00

Inflated Scores	Uninflated Scores	Self Rating	Peer Rating	Supervisor Rating
78.21	14.86	12.00	14.00	16.00
78.21	14.86	14.00	17.00	14.00
78.21	14.86	12.00	16.00	15.00
78.21	14.86	12.00	16.00	15.00
77.95	14.81	13.00	13.33	16.00
77.42	14.71	15.00	12.00	16.00
77.42	14.71	14.00	18.50	13.00
77.42	14.71	15.00	16.00	14.00
76.68	14.57	16.00	13.00	15.00
76.68	14.57	14.00	14.00	15.00
76.68	14.57	16.00	13.00	15.00
76.68	14.57	14.00	14.00	15.00
76.68	14.57	14.00	14.00	15.00
76.42	14.52	11.00	13.33	16.00
76.31	14.50	15.00	15.25	14.00
75.95	14.43	13.00	12.00	16.00
75.95	14.43	13.00	14.00	15.00
75.95	14.43	11.00	15.00	15.00
75.42	14.33	13.00	13.67	15.00
74.42	14.14	13.00	15.00	14.00
74.42	14.14	15.00	14.00	14.00
74.05	14.07	15.00	11.75	15.00

Inflated Scores	Uninflated Scores	Self Rating	Peer Rating	Supervisor Rating
73.84	14.03	13.00	14.60	14.00
73.68	14.00	14.00	12.00	15.00
73.68	14.00	17.00	16.50	12.00
73.68	14.00	11.00	13.50	15.00
73.68	14.00	11.00	13.50	15.00
72.95	13.86	16.00	12.50	14.00
72.95	13.86	19.00	15.00	12.00
72.95	13.86	15.00	11.00	15.00
72.95	13.86	14.00	15.00	13.00
72.16	13.71	16.00	14.00	13.00
72.16	13.71	16.00	12.00	14.00
71.68	13.62	16.00	15.67	12.00
71.42	13.57	10.00	12.50	15.00
71.42	13.57	15.00	14.00	13.00
71.42	13.57	15.00	12.00	14.00
70.68	13.43	14.00	12.00	14.00
70.68	13.43	14.00	16.00	12.00
70.68	13.43	16.00	17.00	11.00
70.68	13.43	12.00	15.00	13.00
70.16	13.33	16.00	12.67	13.00
69.95	13.29	17.00	18.00	10.00
69.52	13.21	15.00	12.75	13.00
69.16	13.14	14.00	15.00	12.00

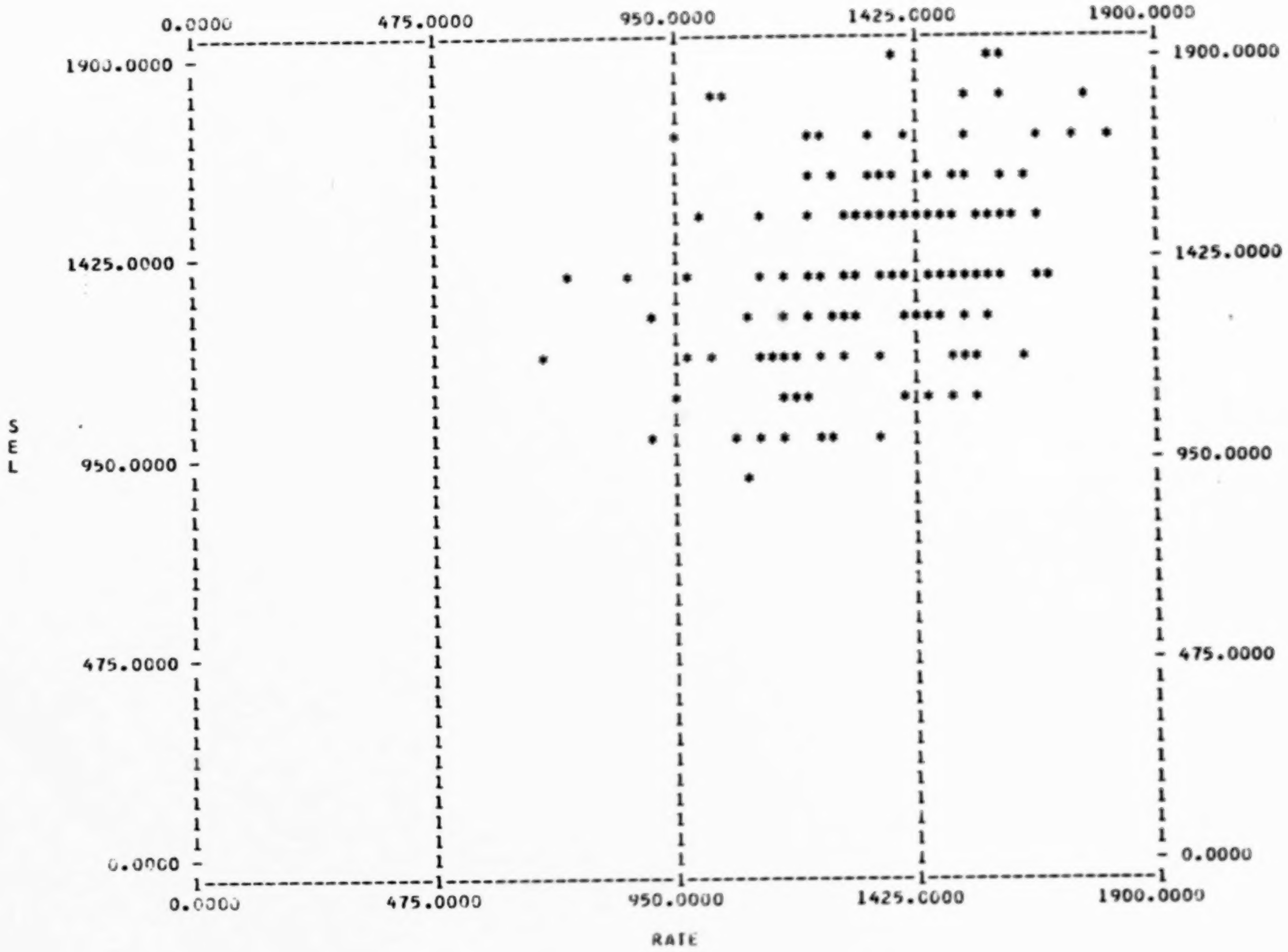
Inflated Scores	Uninflated Scores	Self Rating	Peer Rating	Supervisor Rating
68.42	13.00	15.00	12.00	13.00
68.42	13.00	13.00	15.00	12.00
68.42	13.00	13.00	15.00	12.00
67.68	12.86	14.00	14.00	12.00
67.68	12.86	14.00	12.00	13.00
67.68	12.86	12.00	15.00	12.00
67.42	12.81	15.00	9.33	14.00
66.89	12.71	13.00	10.00	14.00
66.52	12.64	16.00	12.25	12.00
66.16	12.57	10.00	7.00	16.00
65.79	12.50	13.00	13.25	12.00
65.79	12.50	10.00	10.75	14.00
65.52	12.45	17.00	17.00	9.00
65.16	12.38	10.00	14.33	12.00
65.16	12.38	10.00	16.33	11.00
64.68	12.29	14.00	12.00	12.00
64.68	12.29	12.00	13.00	12.00
64.16	12.19	14.00	13.67	11.00
63.89	12.14	13.00	14.00	11.00
63.89	12.14	17.00	14.00	10.00
63.63	12.09	16.00	18.33	8.00
63.52	12.07	11.00	12.75	12.00
63.16	12.00	15.00	14.50	10.00

Inflated Scores	Uninflated Scores	Self Rating	Peer Rating	Supervisor Rating
63.16	12.00	16.00	10.00	12.00
62.42	11.86	12.00	9.50	13.00
62.42	11.86	12.00	11.50	12.00
62.42	11.86	11.00	10.00	13.00
61.63	11.71	12.00	11.00	12.00
61.63	11.71	13.00	10.50	12.00
61.42	11.67	11.00	13.33	11.00
61.26	11.64	10.00	11.75	12.00
60.89	11.57	13.00	16.00	9.00
60.63	11.52	14.00	11.33	11.00
60.16	11.43	12.00	14.00	10.00
59.63	11.33	12.00	9.67	12.00
59.16	11.24	14.00	12.33	10.00
58.89	11.19	15.00	15.67	8.00
58.63	11.14	10.00	12.00	11.00
58.63	11.14	12.00	13.00	10.00
57.89	11.00	9.00	14.00	10.00
57.16	10.86	10.00	14.50	9.00
56.37	10.71	11.00	16.00	8.00
54.58	10.37	18.00	13.30	7.00
54.16	10.29	12.00	14.00	8.00
53.52	10.17	18.00	14.60	6.00

Inflated Scores	Uninflated Scores	Self Rating	Peer Rating	Supervisor Rating
51.89	9.86	15.00	7.00	10.00
51.10	9.71	14.00	7.00	10.00
51.10	9.71	14.00	11.00	8.00
51.10	9.71	12.00	12.00	8.00
51.10	9.71	13.00	15.50	8.00
50.37	9.57	17.00	13.00	6.00
49.79	9.46	11.00	15.60	6.00
49.79	9.43	14.00	10.00	8.00
48.10	9.14	13.00	9.50	8.00
47.63	9.05	10.00	12.67	7.00
45.42	8.63	14.00	11.20	6.00
38.58	7.33	14.00	8.67	5.00
36.10	6.86	12.00	8.00	5.00

Scattergram

Relationship Between Self Ratings and Overall Success Scores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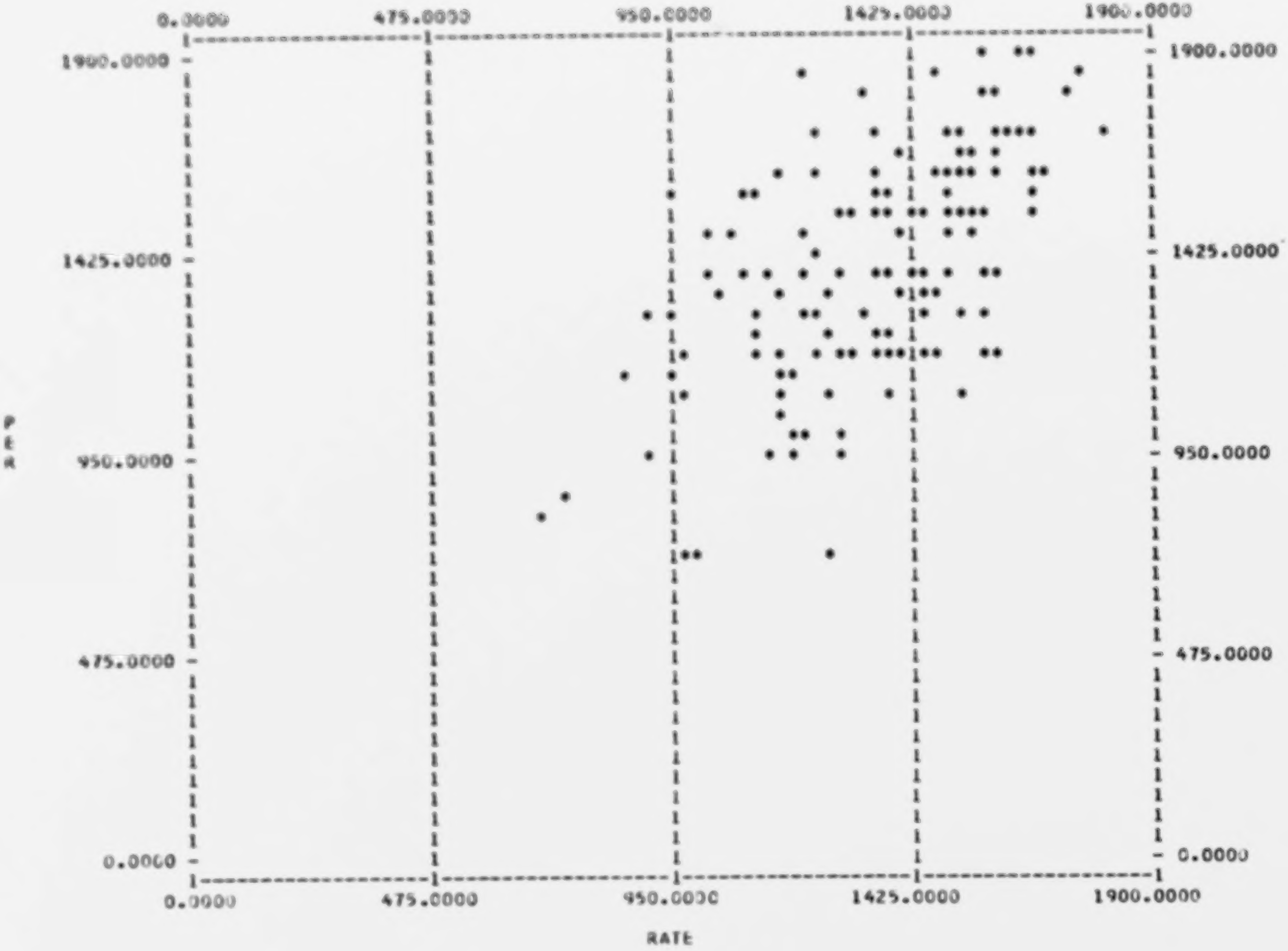
Scattergram

Relationship Between Peer Ratings and Overall Success Scores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Scattergram

Relationship Between Supervisor Ratings and Overall Success Scores

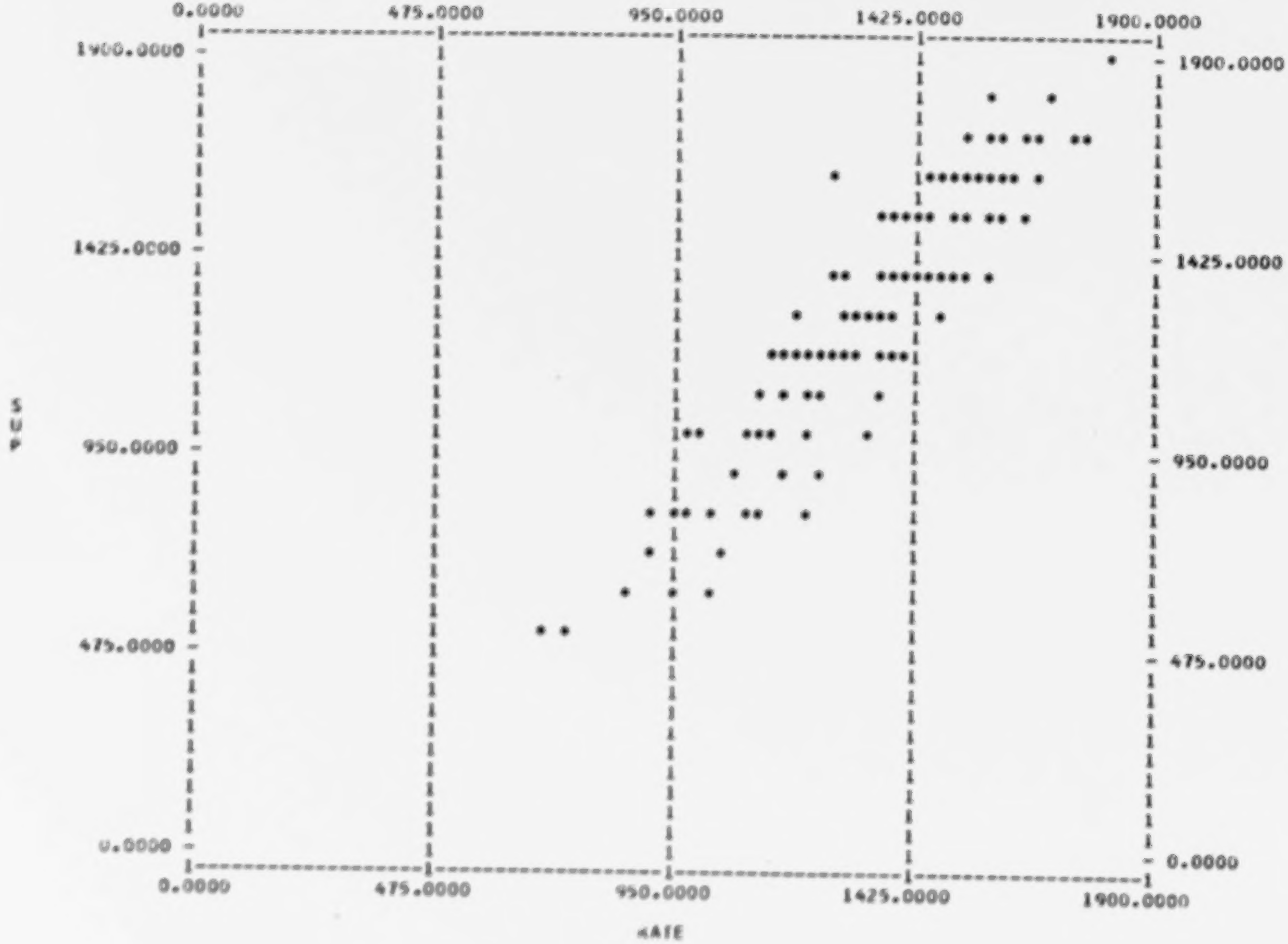
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TABLE 5

SELF RATING OF SECRETARIAL EFFECTIVENESS
By
SELF RATING ON SECRETARIAL SKILLS

Skill	Rating			
	Well Above Average	Little Above Average	Average to Well Below Average	
Rapid Typist	80.26 N=28	74.37 N=63	69.58 N=55	
Accurate Typist	80.42 N=39	72.84 N=68	68.42 N=39	
Written Communication Skills	80.26 N=28	72.52 N=69	71.52 N=49	
Oral Communication Skills	78.37 N=36	74.79 N=63	68.63 N=47	
	Well Above Average	Little Above Average	Average	Little to Well Below Average
Dictation - Transcription	80.58 N=13	75.63 N=35	71.10 N=39	70.74 N=18

TABLE 6

SUPERVISOR RATING OF SECRETARIAL EFFECTIVENESS
By
SUPERVISOR'S RATING ON SECRETARIAL SKILLS

Skill	Rating			
	Well Above Average	Little Above Average	Average to Well Below Average	
Rapid Typist	80.05 N=43	68.31 N-53	60.89 N=51	
Accurate Typist	79.79 N=58	68.00 N=47	56.42 N=43	
Written Communication Skills	78.05 N=41	73.89 N=49	59.31 N=56	
Oral Communication Skills	79.68 N=42	73.05 N=42	59.89 N=64	
	Well Above Average	Little Above Average	Average	Little to Well Below Average
Dictation - Transcription	81.26 N=25	71.68 N=29	64.21 N=41	48.26 N=12

TABLE 7

PEER RATING OF SECRETARIAL EFFECTIVENESS
By
PEER RATING ON SECRETARIAL SKILLS

Skill	Rating			
	Well Above Average	Little Above Average	Average to Well Below Average	
Rapid Typist	78.47 N=74	74.79 N=91	68.37 N=100	
Accurate Typist	80.37 N=81	73.68 N=102	66.47 N=85	
Written Communication Skills	81.00 N=63	74.47 N=99	66.74 N=96	
Oral Communication Skills	81.10 N=81	74.31 N=92	65.63 N=102	
	Well Above Average	Little Above Average	Average	Little to Well Below Average
Dictation - Transcription	82.16 N=41	74.47 N=70	69.10 N=55	70.89 N=11

Table 8

SECRETARIAL SUCCESS SCORES
BY PERSONALITY TRAITS

Punctual versus Tardy

Type of Rater on Personality Tratis	Extremely Punctual	Quite Punctual	Somewhat Punctual	Somewhat-Extremely Tardy	Total
SELF	71.58 N=75	70.73 N=55	67.79 N=11	75.52 N= 8	71.21 N=149
PEER	70.58 N=133	69.68 N=114	68.89 N=23	69.42 N=53	69.95 N=323
SUPERVISOR	73.31 N=91	67.16 N=39	67.73 N= 5	69.21 N=11	71.16 N=146

Independent versus Dependent

Type of Rater on Personality Traits	Extremely Independent	Quite Independent	Somewhat Independent	Somewhat Dependent	Quite-Extremely Dependent	Total
SELF	74.52 N=36	71.21 N=69	68.05 N=21	68.21 N=14	70.58 N= 8	71.21 N=148
PEER	74.84 N=69	71.68 N=130	65.89 N=35	63.47 N=36	66.16 N=49	69.95 N=319
SUPERVISOR	74.52 N=36	71.21 N=69	68.05 N=21	68.21 N=14	70.58 N= 8	71.21 N=148

Disorganized versus Organized

Type of Rater on Personality Traits	Extremely Disorganized-Somewhat Organized	Quite Organized	Extremely Organized	Total
SELF	70.31 N=26	70.73 N=90	73.21 N=33	71.16 N=149
PEER	64.10 N=73	70.16 N=161	74.63 N=84	69.95 N=319
SUPERVISOR	58.84 N=28	71.95 N=77	78.63 N=40	71.26 N=145

Accurate versus Inaccurate

Type of Rater on Personality Traits	Extremely Accurate	Quite Accurate	Somewhat Accurate - Extremely Inaccurate	Total
SELF	74.31 N=27	71.26 N=106	66.05 N=11	71.47 N=144
PEER	74.68 N=91	70.16 N=176	62.95 N=32	70.79 N=299
SUPERVISOR	78.05 N=46	71.31 N=79	60.47 N=10	72.84 N=135

Energetic versus Lazy

Type of Rater on Personality Traits	Extremely Energetic	Quite Energetic	Somewhat Energetic - Extremely Lazy	Total
SELF	69.84 N=51	72.47 N=76	69.95 N=22	71.21 N=149
PEER	72.84 N=77	71.10 N=162	64.79 N=81	69.95 N=320
SUPERVISOR	76.68 N=58	71.73 N=55	60.47 N=33	71.16 N=146

Tense versus Relaxed

Type of Rater	Extremely - Quite Tense	Somewhat Tense	Somewhat Relaxed	Quite Relaxed	Extremely Relaxed	Total
SELF	71.58 N=18	68.42 N=32	70.16 N=26	72.42 N=61	74.10 N=12	71.21 N=149
PEER	64.63 N=26	68.10 N=61	68.63 N=30	72.00 N=138	70.00 N=64	69.95 N=319
SUPERVISOR	65.31 N=14	69.84 N=35	72.63 N=21	72.10 N=65	76.26 N= 9	71.26 N=144

Decisive versus Indecisive

Type of Rater on Personality Traits	Extremely Decisive	Quite Decisive	Somewhat Decisive	Somewhat - Extremely Indecisive	Total
SELF	76.10	70.95	70.05	71.75	71.21
	N=11	N=87	N=35	N=16	N=149
PEER	73.68	70.95	65.63	65.73	69.95
	N=65	N=161	N=48	N=45	N=319
SUPERVISOR	79.26	74.79	67.87	60.89	71.16
	N=20	N=68	N=27	N=30	N=145

Inflexible versus Flexible

Type of Rater on Personality Traits	Extremely Inflexible - Somewhat Flexible	Quite Flexible	Extremely Flexible	Total
SELF	71.84	70.21	72.68	71.21
	N=22	N=82	N=45	N=149
PEER	66.84	70.95	71.84	70.00
	N=90	N=161	N=68	N=319
SUPERVISOR	63.05	73.79	74.26	71.16
	N=37	N=76	N=33	N=146

Lacks Initiative versus Has Initiative

Type of Rater on Personality Traits	Extremely Lacks-Somewhat Has Initiative	Quite Has Initiative	Extremely Has Initiative	Total
SELF	67.47	71.73	73.42	71.37
	N=26	N=91	N=31	N=148
PEER	65.42	69.68	75.31	69.95
	N=86	N=15	N=80	N=319
SUPERVISOR	60.42	73.16	78.47	71.16
	N=40	N=65	N=41	N=146

Confident versus Lacks Confidence

Type of Rater on Personality Traits	Extremely Confident	Quite Confident	Somewhat Confident	Somewhat - Extremely Lacks Confidence	Total
SELF	75.16 N=21	70.84 N=77	69.68 N=24	70.52 N=27	71.21 N=149
PEER	73.26 N=94	70.05 N=137	66.52 N=50	65.84 N=38	69.95 N=319
SUPERVISOR	80.26 N=19	73.58 N=74	68.16 N=29	59.26 N=23	71.10 N=145

TABLE 9

MEAN SECRETARIAL SUCCESS SCORES BY FREQUENCY OF DUTIES PERFORMED

Duties	Frequency					
	Never		Occasionally		Frequently	
	n	Success Scores	n	Success Scores	n	Success Scores
1. Type letters	-	-	15	69.86	79	72.67
2. Type addresses on envelopes	1	70.18	57	71.78	36	72.98
3. Fill in printed forms on typewriter	4	67.89	46	71.12	43	73.27
4. Use the telephone	-	-	7	69.36	87	72.22
5. Type form letters	26	74.22	45	72.96	23	72.96
6. Prepare stencil for use on duplicating machine	48	73.56	38	71.96	8	65.47
7. Take dictation in shorthand and transcribe reports or notices, legal matters	36	72.97	35	70.69	22	73.52
8. Compose and type letters with/without instructions as to content	17	69.62	67	72.63	10	73.91
9. Examine and/or sort business papers	10	63.28	13	70.89	69	72.90
10. Use the filing system or systems	4	64.04	7	69.78	83	72.82
11. Verify and/or list information from business papers	27	68.37	34	72.03	33	75.57
12. Make cross references	29	72.66	44	69.87	21	76.55
13. Open, sort, and distribute mail	6	66.63	5	76.16	83	72.39
14. Have mail registered or insured	62	70.50	28	75.88	4	73.37
15. Perform personal services for employer	15	66.42	66	72.70	13	76.51
16. Type bills, invoices, statements	49	71.52	21	73.77	24	72.31
17. Compute time records	28	70.25	26	71.84	40	73.86
18. Use transfer files	60	70.64	24	73.32	9	78.86
19. Keep inventory records	40	71.41	31	74.23	23	70.92
20. Make bank deposits or withdrawals	85	72.18	6	71.09	3	75.74
21. Figure extensions on bills, invoices, etc.	62	70.74	20	77.69	12	70.77
22. Figure discounts	57	72.32	29	71.74	8	73.28
23. Prepare reports	13	68.83	31	72.41	50	72.99
24. Make entries in ledger accounts	79	71.67	10	78.07	5	69.22
25. Keep personnel &/or statistical records	13	68.30	25	68.49	56	74.80
26. Make price changes	89	-	5	72.77	-	62.56
27. Manage or prepare insurance and/or social security records	80	71.37	12	77.01	2	77.82
28. Take care of supplies	15	69.82	35	74.13	44	71.52

TABLE 9--(Continued)

Duties	Frequency					
	Never		Occasionally		Frequently	
	n	Success Scores	n	Success Scores	n	Success Scores
1. Take dictation in shorthand and transcribe correspondence	16	70.75	27	70.40	10	67.61
2. Make carbon copies	-	-	12	68.46	43	69.71
3. Copy data from one record to another on typewriter	2	68.67	26	71.98	27	67.05
4. Copy from rough draft or corrected copy on typewriter	-	-	14	71.55	41	68.71
5. Type telegrams, radiograms, cablegrams	48	69.89	5	70.00	2	57.21
6. Type cards	13	68.56	37	70.63	4	62.76
7. Fold, insert letters, and seal envelopes	12	62.95	21	69.74	22	72.69
8. Type manuscripts, legal forms, specifications, briefs, or outlines	14	65.22	28	71.19	13	70.19
9. Set up and type tabulations	3	73.85	22	70.06	30	68.54
10. Prepare material for filing	5	61.65	24	70.44	26	70.00
11. Receive business callers	5	63.13	34	68.95	16	72.45
12. Run errands	8	64.65	34	69.68	13	71.75
13. Use follow-up file	8	60.97	23	70.44	24	71.30
14. Prepare mailing lists	17	65.60	31	71.26	7	70.68
15. Weigh mail and figure postage	52	68.48	3	85.96	-	-
16. Keep records of incoming and outgoing mail	18	67.74	7	72.07	30	69.84
17. Prepare packages for shipment	30	68.39	25	70.69	-	-
18. Obtain credit ratings	53	68.96	2	81.95	-	-
19. Prepare checks	44	69.33	6	72.63	5	66.54
20. Keep petty cash	40	68.78	9	68.98	6	74.52
21. Prepare operating or financial statements	40	67.55	11	73.57	4	77.00
22. Prepare payrolls	32	67.77	11	72.07	12	71.47
23. Make journal entries	46	69.45	7	68.38	2	72.74
24. Compute interest on notes	54	69.78	1	51.12	-	-
25. Prepare trial balances	54	69.23	1	80.45	-	-
26. Make traveling arrangements	26	63.75	20	74.40	9	74.82
27. Balance cash daily	52	69.22	2	76.69	1	66.16
28. Write orders	23	69.60	28	69.30	4	69.43

TABLE 10

SECRETARIAL SUCCESS SCORE AVERAGES BY WHETHER THEY USE OFFICE MACHINES ON JOB

Type of Machine	Use				Total	
	YES		NO			
	n	Success Score	n	Success Score	n	Success Score
Adding/Calaulating	118	71.73	30	70.31	148	71.42
Billing/Bookkeeping	3	65.68	145	71.52	148	71.42
Copying	135	71.58	13	69.79	148	71.42
Data Processing	10	66.68	138	71.78	148	71.42
Dictation/Transcription	16	67.31	132	71.94	148	71.42
Duplicating	50	71.05	98	71.63	148	71.42

Table 11

. HOW DOES THIS WORK GROUP COMPARE WITH WORK GROUP HERE AT MICHIGAN BELL IN THE WAY THAT PEOPLE GET ALONG TOGETHER?

Secretaries' Response to Question	Secretarial Success Score	No. of Secretaries Responding
Better Than Most	72.31	84
About Same As Most	69.84	57
Not As Good As Most	67.58	5
Total	71.21	146

Supervisor's Response to Question	Secretarial Success Score	No. of Secretaries Responding
Better Than Most	73.58	87
About Same As Most	67.47	57
Not As Good As Most	59.63	1
Total	71.08	145

HOW DOES THIS WORK GROUP COMPARE WITH WORK GROUPS HERE AT MICHIGAN BELL IN THE WAY PEOPLE STICK TOGETHER?

Secretaries' Response to Question	Secretarial Success Score	No. of Secretaries Responding
Better Than Most	73.31	80
About Same As Most	68.73	57
Not As Good As Most	69.73	8
Total	71.31	145

Supervisor's Response to Question	Secretarial Success Score	No. of Secretaries Responding
Better Than Most	71.00	72
About Same As Most	72.00	68
Not As Good As Most	65.84	4
Total	71.82	144

HOW DOES THIS WORK GROUP COMPARE WITH WORK GROUPS HERE AT MICHIGAN BELL IN THE WAY THAT PEOPLE HELP EACH OTHER ON THE JOB?

Secretaries' Response to Question	Secretarial Success Score	No. of Secretaries Responding
Better Than Most	72.16	98
About Same As Most	69.05	40
Not As Good As Most	66.84	7
Total	71.05	145

Supervisor's Response to Question	Secretarial Success Score	No. of Secretaries Responding
Better Than Most	71.73	103
About Same As Most	70.63	42
Not As Good As Most	56.26	2
Total		146

APPENDIX H

Supervision

APPENDIX H

Table 1

HOW OFTEN SHOULD A SUPERVISOR ENCOURAGE A SLOW-WORKING PERSON IN HIS UNIT TO WORK HARDER?

Supervisor Response	Number of Secretaries whose Supervisor responded	Secretaries' Success Score
Often	50	70.00
Fairly Often	58	71.42
Occassionally	26	75.63
Once in a While	13	65.79
	147	71.16

Table 2

HOW OFTEN SHOULD A SUPERVISOR HELP A PERSON UNDER THEM WITH THEIR PERSONAL PROBLEMS

Supervisor Response	Number os Secretaries whose Supervisor responded	Secretaries' Success Score
Always	28	74.41
Often	48	67.73
Occassionally	59	72.94
Seldom or Never	14	69.31
	149	71.21

Table 3

HOW OFTEN SHOULD A SUPERVISOR INSIST THAT A PERSON UNDER HIM/HER FOLLOW TO THE LETTER THOSE STANDARD ROUTINES HANDED DOWN TO HIM?

Supervisor Response	Number of Secretaries Whose Supervisor Responded	Secretaries' Success Score
Always	31	70.10
Often	59	74.47
Occassionally	35	68.05
Seldom	18	70.42
Never	6	65.31
Total	149	71.21

APPENDIX I

The National Secretaries Association (International)

Application for Regular Membership

NSA NMC-2
REV. 6-68

THE NATIONAL SECRETARIES ASSOCIATION
(International)

MUST BE TYPED

Note: All Numbers In Parenthesis Are For Use By Our Data Processing Personnel Only.

APPLICATION FOR REGULAR MEMBERSHIP IN________________________ CHAPTER - LOCATION
CODE__________(2-7)

APPLICANT'S NAME________________________(8-33)

Qualifications for Membership: Unquestionable character and integrity; at least two years of secretarial experience; actively engaged as a full-time secretary, or a part-time secretary not engaged in any other gainful employment.

Definition: A Secretary shall be defined as an executive assistant who possesses a mastery of office skills, who demonstrates the ability to assume responsibility without direct supervision, who exercises initiative and judgment, and who makes decisions within the scope of assigned authority.

Full Name: Mr. Miss Mrs.________________________CPS: YES____NO____(61)
Married ☐ Divorced ☐ Widow ☐ Single ☐ (62) Former FSA Yes________No________(63)
Home Address:________________________
(Street, City, State, Zip Code)
Home Telephone:________________Birth Date:________________(64-65)
Send Mail to: Business Address ☐ Home Address ☐

Present Employment

Name and Title of Employer:________________________(34)
Your Title:________________________(35)
Firm:________________________
Firm's Address:________________________
Business Phone:________________Beginning Employment Date:________________(36-37)

SECRETARIAL DUTIES – CURRENT JOB

	CODE	Daily 1	Wkly. 2	Monthly 3	Annually 4	Never 5
Take Dictation and Transcribe	(38)					
Transcribe From Voice Recording Machine	(39)					
File (Personal and/or Confidential)	(40)					
Read and Sort Mail	(41)					
Maintain Good Public Relations in Telephone Technique	(42)					
Make and Keep Record of Appointments	(43)					
Compose Written Communications on Own Initiative	(44)					
Compose Written Communications From Longhand or Oral Instructions	(45)					
Receive Office Visitors and Meet Public	(46)					
Perform Routine Duties Without Supervision	(47)					
Make Travel Arrangements	(48)					
Assist Office Visitors and Branch Representatives With Hotel & Travel Reservations, Telegrams, Phone Calls, and Correspondence.	(49)					
Type Material for Publication and Check Proof	(50)					
Gather Material for Reports and/or Speeches	(51)					
Assist With Preparation of Written Reports of a General Financial, Governmental, or Research Nature	(52)					
Organize and Type Reports From Rough Data	(53)					
Keep Employer's personal, Financial, and other Records	(54)					
Assist With or Prepare Employer's Income Tax Return	(55)					
Supervise Clerical and/or Stenographic Employees	(56)					
Prepare for Meetings, Keep Notes & Minutes at Meetings	(57)					
Duplicate and/or Reproduce Materials	(58)					

Indicate Major Office Machines Acquired By Your Office Within The Past Year
That You Use; *List*________________________
____
________________________(59-60)

Previous Secretarial Experience

(List Most Recent First, but DO NOT Repeat Present Job)

Names and Addresses of Employers	Your Title	From	To
1.			
2.			
3.			

4. Total Years of Employment As a Secretary____________(66-67)

FOR RESEARCH PURPOSES

FOR CURRENT JOB

1. Total No. of Employees: Less than 4 ☐ 4-24 ☐ 25-99 ☐ 100-500 ☐ Over 500 ☐ (68)
2. Type of Business:
   - ☐ Agriculture, Forestry, and Fisheries
   - ☐ Mining
   - ☐ Manufacturing
   - ☐ Contract Construction
   - ☐ Transportation, Communication, Electric, Gas, Sanitary Services
   - ☐ Wholesale and Retail Trade
   - ☐ Finance, Insurance, and Real Estate
   - ☐ Services (Hotels; Auto Repair; Motion Pictures; Medical; Health; Educational; Legal; Museums; Nonprofit; Private Households.)
   - ☐ Government (All levels) (69)
3. Minimum Hours Worked Per Week______ (70-71)
4. No. of Paid Working Days Rec'd. For Vacation______ (72-73)
5. Optional: Check If You Own: Home ☐ (74) Car ☐ (75) Stock ☐ (76) Savings ☐ (77)

EDUCATION

1. High School: Diploma Yes ☐ No ☐ (34)
2. Business College:
   Time Basis - Number of Months____________(35-36) Part Time ☐ Full-Time ☐ (37)
   Certificate of Graduation Yes ☐ No ☐ (38)
3. Junior College:
   Credits - Sem Hours____________(39-41) Quarter Hours____________(42-44)
   Graduate Yes ☐ No ☐ (45)
4. College or University:
   Credits - Sem Hours____________(46-48) Quarter Hours____________(49-51)
   4 - Year Degree Yes ☐ No ☐ (52) Advanced Degree Yes ☐ No ☐ (53)
5. Secretarial Training (Shorthand, Typing, etc.) taken at:
   High School ☐ (54) Jr. College ☐ (55) Private Business School ☐ (56) College or Univ. ☐ (57)